ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

Arlington School Committee
School Committee Regular Meeting
Thursday, January 23, 2020
6:30 PM

Arlington High School
School Committee Room
869 Mass Avenue, 6th Floor
Arlington, MA 02476

6:30 p.m. Open Meeting

6:30 p.m. Public Comment

6:40 p.m. AHS update on FY 21 Program of Studies. B. McCarthy

6:55 p.m. History/Social Studies D. Conklin, C Power, 8th Grade Civics Team

7;15 p.m. Arlington Community Education Summer Fun Update, J. Rothenberg

7:35 p.m. Collaborative Program Solving, M. Janger

8:00 p.m. Update on LABBB Report, A. Elmer Special Education present on items needed to substantially complete implementation of the LABBB inclusion report recommendations

- *What recommendations need updating*
- *Which recommendations will be completed*
- *Which recommendations will no be pursued*

8:20 p.m. FY 21 Budgetary Discussion

8:40 p.m. Monthly Financial Report, M. Mason

8:50 RFP Superintendent Search Consultant

9:05 p.m. Superintendent's Report, K. Bodie

- *AHS Building Project Update*

9:15 p.m. Consent Agenda

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

**Approval of Warrant: Warrant Number 20140, Dated 1/14/2020 Total*

**Amount $487,645.10*
**Approval of Minutes: Regular School Committee Minutes None*
**Approval of Trips: England and France History Tour*

Policy: None

9:20 p.m. Subcommittee/Liaison Reports/Announcements

Budget: Kirsi Allison-Ampe (chair)
Policies & Procedures: Paul Schlichtman (chair)
Curriculum, Instruction, Assessment & Accountability: Jane Morgan (chair)
Community Relations: Jennifer Susse (chair)
Facilities: Bill Hayner (chair)
Arlington High School Building Committee: Jeff Thielman, Kirsi Allison-Ampe
Calendar Committee: Ms. Susse
Election Modernization Committee: Ms. Susse
Superintendent Search Process: Paul Schlichtman
AEA Negotiations: Len Kardon and Paul Schlichtman (chair)
Liaisons Reports
Announcements
Future Agenda Items

Executive Session

To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an open meeting, may have a detrimental effect.

To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.

9:40 p.m. Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Len Kardon, Chair

"Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting."--

Correspondence Received:

Warrant 20140 dated 1/14/2020
Program of Studies
Community Ed
CFO memo and monthly report
International France, England trip approval
Supt Search minutes and RFP
LABBB report and Special Ed
History/SS update
Collaborative Problem solving

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Town of Arlington, Massachusetts

Meeting Location

Summary:
Arlington High School
School Committee Room
869 Mass Avenue, 6th Floor
Arlington, MA 02476

Town of Arlington, Massachusetts

6:30 p.m. Open Meeting

ATTACHMENTS:

	Type	File Name	Description
🗋	Backup Material	School_Committee_2019_November_(1).pdf	OMS School Committee Art work

The Ottoson Middle School Display Board Descriptions:

Each of the 3 Ottoson display boards are a mixture of art work made by 7th and 8th grade artists. The displays include photographs of the three dimensional work that the Ottoson art students are working on this year as well as mixed media prints made by the 7th and 8th grade artists.

8th Grade students were introduced to the idea of using their art as a way to relay a message to an audience. Students looked at the work of contemporary artists such as JR, Vik Muniz, Shadi Ghadirian, Kehinde Wiley, and Steve Locke to see the variety of ways that artists show their personal voice through art. Students were challenged to come up with their own message, something that they are passionate about, and create a piece of art that conveys that message. 8th Graders were also challenged to be subtle with their designs as a way to bring the viewer in and make them wonder and think about their piece.

For their Choice Projects, the 8th graders were asked to design a project entirely on their own. The goal was for students to choose a project or idea that appealed to them personally and incorporated materials that they would be excited to work with. Students either made a project from a list of project ideas inspired by heroes, or they made a project entirely of their own design. They were asked to choose a subject based on something that related to them or someone that they look up to as a hero. Students were allowed to choose their materials and whether their project would be two-dimensional or three-dimensional.

This term the 7th Grade students looked at many different contemporary artists to find inspiration for their Master inspired sculptures. Students were asked to find a painting by a master artist that they connected to in some way and respond to it in the form of a sculpture. Students could choose to replicate the composition or some piece of the original art - they could incorporate any element of the original artwork - the colors, the shape, the subject - however they wanted to reflect the original painting. The sculptures are made with cardboard, newspaper, paper mache, found and recycled materials and paint.

7th Graders also experimented with printmaking and mixed media techniques this term. We looked at the work of master printmakers and contemporary artists to see the endless possibilities of the medium.

Students were asked to plan their own print which is inspired by an event, in the past or present, that has impacted their life either personally or globally. They could also plan a print that is inspired by a topic that they are passionate about.

Students experimented with many different printmaking techniques including monoprinting and block printing. They also experimented with other various mediums to create different layers in their prints.
We challenged the students to be subtle in their use of imagery and asked them to show their ideas to the audience abstractly or symbolically rather than spelling them out with more obvious narrative representation.



Town of Arlington, Massachusetts

6:30 p.m. Public Comment

Town of Arlington, Massachusetts

6:40 p.m. AHS update on FY 21 Program of Studies. B. McCarthy

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	Program_of_Studies_2020-2021__Updates.pdf	Program of Studies Updates
🗋	Reference Material	_AHS_Program_of_Studies_2020-2021_(Draft).pdf	2020-2021 Program of Studies

Arlington High School
Program of Studies 2020-2021
Updates and New Courses

Policy and General Information Updates

- **Changed all references to the Guidance office to the School Counseling office.**
- **Gender-specific pronouns such he/she and his/her were changed to nongender specific pronouns (they and theirs) when applicable.**
- **Changed the Physical Education Department to the Wellness Department: to reflect their more well-rounded curriculum developing all parts of the student, not just the physical. (see below for detailed comparison)**
- **The passage on MCAS competency determination as been updated to reflect the transition to the next-generation MCAS exam and the new scoring guide for the class of 2021**

Courses

New Courses	Dept.	Level	Grade(s)	Credits
Gender & Society	Social Studies	Heterogenous	11 & 12	2.5 credits
AM Personal Fitness	Wellness	Heterogenous	10, 11 and 12	2.5 credits
AM Recreational Sports	Wellness	Heterogenous	10, 11 and 12	2.5 credits
Drugs and the Body	Wellness	Heterogenous	10, 11 and 12	2.5 credits
Weather and Climate	Science	Heterogenous	10, 11 and 12	2.5 credits
Physiology of Exercise & Activity	Science	Heterogenous	10, 11 and 12	2.5 credits
Philosophy of Science	Science	Heterogenous	10, 11 and 12	2.5 credits
Introduction to Philosophy	Science	Heterogenous	10, 11 and 12	2.5 credits
Creative Textile Design	FACS	Heterogenous	10, 11 and 12	2.5 credits

***Full Course Descriptions are given below.**

Courses being reactivated or adjusted

Reactivated

MA7420Z Video Game Development	Honors	10, 11 and 12	2.5 credits
MA7421Z Advanced Robotics	Honors	10, 11 and 12	2.5 credits
PE1610Z Ninth Grade Wellness	Heterogenous	9	2.5 credits

Name adjustment

Advanced Placement Art and Design	Formerly: Advanced Placement Studio Art
Chorale	Formerly: Freshman Chorus
Chorale (2x week)	Formerly: Freshman Chorus (x2)
Concert Choir	Formerly: Chorus
Concert Choir (2x week)Advanced	Formerly: Chorus (2x week)
Applied and Qualitative Chemistry	Formerly: Concepts in Chemistry

Dormant Courses: courses that will be offered again the following year

MA7424Z Artificial Intelligence (A.I.) with Python	Honors	10, 11 and 12	2.5 credits
MA7518Z JavaScript and Web Development	Honors	10, 11 and 12	2.5 credits
SC7258Z Astronomy	Heterogenous	11 and 12	2.5 credits
SC7277Z Oceanography	Heterogenous	11 and 12	2.5 credits

Courses being removed

SS7805Z Participation in Government:Public Policy Honors	10, 11 and 12	2.5 credits
PA9240Z PEP Band - Curriculum A	9, 10, 11 and 12	5 credits
PA9239Z Rock Band	10, 11 and 12	2.5 credits

Course Descriptions for New Courses

AM Personal Fitness **Grades 10, 11, 12** **2.5 credits**

This course will meet from 7:25-8:20 am. This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention, and fitness testing. Personal training and fitness plan development are offered in this course.

A.M. Recreational Sports **Grade 10, 11, 12** **2.5 credits**

This course will meet from 7:25-8:20 am. Students in this course will participate in activities that are more individually based such as badminton, table tennis, tennis, etc. and activities that are team-based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

Drugs and the Body **Grades 10, 11 and 12** **2.5 credits**

This course will dive deeper into the effects of drugs, both legal and illegal, and how they affect the body. The course will build off of the Grade 9 curriculum and offer a more in-depth look at their effects on the human body, behavior, psychology, and experience.

Gender & Society (Semester course) **Grades 11 & 12** **2.5 credits**

This course will examine why gender equality is so important and yet so hard to achieve. The central aim is to foster critical reading and thinking about gender and the ways in which it is shaped by the interlocking systems of racism, sexism, ethnocentrism, heterosexism, ageism, ableism, colonialism and globalization; and how social movements have resisted these inequalities and worked to create new systems of change. We will scrutinize political, social and legal constructions of gender which continue to operate as though gender is binary, and explore a more inclusive approach that reflects a gender continuum within the context of entrenched power structures. Through understanding the construction of gender and its relationship with society, we will look for solutions to eradicate gender discrimination and gender-based violence.

Weather and Climate **Grades 10, 11, 12** **2.5 credits**

With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework.

** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

Physiology of Exercise & Activity **Grades 10, 11, 12** **2.5 credits**

This course examines the physiological effects of exercise and activity with an emphasis on humans. Major topics include energy use & nutrition, the muscular, cardiovascular, and respiratory adaptations across the age span and special environments (high and low altitude, heat and cold). **Must be currently enrolled or have completed**

biology * *Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

Philosophy of Science (Spring 2021) Grades 10, 11, 12 2.5 credits

The good results of science are indisputable. But the sometimes discovery is based on ideas that are found to be a bit off the mark. Newton's Laws were taken to be absolute, then Einstein remade physics from the ground up. Yet still, engineers, architects, athletes, and surveyors all rely on Newton's laws. Science is our major current attempt at a self-correcting body of knowledge, but how does that really work? What must we assume, in order to do science? Is science a handy set of beliefs and processes that tend to give us the results we seek? Or is it a matrix of ideas that directly reflect the world as it is? Can science represent the world with complete accuracy? If not, what does it take for us to consider an idea justified enough to believe it or call it "true"? We will be exploring the development of science in the Western world, mostly in a historical perspective, and try to come to grips with some of these questions. It is fervently to be hoped that this deeper perspective will increase students' appreciation of science, while decreasing the sense of oracular mystery that can surround it. * *Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

Introduction to Philosophy (Fall 2020) Grades 10, 11, 12 2.5 credits

About 2,500 years ago, a thread of analysis of ordinary experience arose which has continued to this day. My thumbnail definition of philosophy is: The study of those questions that we have to assume we know the answer to just to conduct our daily lives. Examples of such questions include: How do I know when I know something? What kind of society should we build? What makes a society better than another? What obligations do I have to my family, my friends, to strangers, or to the state? Are we able to choose our actions freely, or does everything that happened to us, combined with the laws of physics, close off all decisions I can think of, except one? Does the universe care about us, or are we just kind of here? All these questions have been addressed over the centuries, and we still do not have universal agreement on the answers. We will look into some prominent answers from the past, and wrestle with the questions ourselves. Philosophy is difficult to study because it is a debate, not a single body of agreed-upon answers. It is also difficult to study because we really, really like our own views.* *Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

Creative Textile Design- Curriculum A Grade 10, 11, 12 2.5 credits

Do you enjoy creative, hands-on classes? Want something to add to your fashion portfolio? Do you enjoy exploring color and design to create a custom wardrobe accessory? Then this semester-long class is for you!! We'll be combining technology with traditional methods, such as knitting and weaving, working with a variety of fibers in creating your own fabric. Use the principles of design, color theory, and your newly learned skills to create your own textiles that can be made into something to suit your personalized wardrobe or home accessory.

Policies

Department Title Change:

2019-2020 Physical education department:

The program of Physical Education, Health and Wellness at Arlington High School is a sequence that aligns with many components of the Health Framework of the Massachusetts Department of Education and National Standards. Content is drawn from Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health Strands of the Framework. All students are scheduled to take Health through their Physical Education classes. A parent may request to have his/her child exempt from classes related to sexuality. Such requests shall be made in writing to the principal.

2020-2021 Wellness department:

The program of Wellness at Arlington High School is a sequence that aligns with many components of the Health Frameworks of the Massachusetts Department of Education and National Standards. Content is drawn from Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health Strands of the Framework. All students are scheduled to take Health through their Wellness classes. A parent may request to have their child exempt from classes related to sexuality. Such requests shall be made in writing

to the principal.

MCAS Competency Determination

Students must meet or exceed a score of 472 or higher on the Massachusetts Comprehensive Assessment System (MCAS) in the subject areas of English Language Arts and Mathematics. Students who earn a scaled score between 440 and 469 on the English Language Arts and Mathematics examinations may receive a high school diploma only by demonstrating proficiency in the subject matter through completion of an Education Proficiency Plan (EPP) by continuing additional work in the targeted content area(s) through grade 12.

Students must also meet or exceed a scaled score of 220 on the Science, Technology and Engineering Exam in the one of the tested subject areas: Chemistry, Introductory Physics, Biology, or Technology/Engineering.
These are subject to change as the state updates the requirements

MCAS exam	Scaled Scores	Achievement Level	Achievement Levels Legend	Subjects
	440 - 469	NM	Not Meeting Expectations Requires an EPP	
Next Generation	470 - 499	PM	Partially Meeting Expectations	-Mathematics
Exam	500 - 529	M	Meeting Expectations	-ELA
	530-560	E	Exceeding Expectations	
	200 - 218	F	Failing	Science/Technology Exam
Legacy	220 - 238	NI	Needs Improvement (requires an EPP)	- Biology
	240 - 258	P	Proficient	- Chemistry
	260 - 280	A	Advanced	- Introductory Physics - Technology/ Engineering

AHS
PROGRAM
OF
STUDIES
2020-2021



Last updated: January 17, 2020

Updates Specific to 2020-2021

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- English Learner Education
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Overview of Arlington High School

Learning, Connecting and Caring as a Community

I. Mission Statement and Expectations

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity
- Communication
- Accountability and responsibility
- Respect
- Effective teamwork

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.

Academic Expectations for Students

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

21st Century Focus Credits Across the Curriculum

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information.
- Media literacy
- Math, science, technology, and engineering expertise
- Teamwork in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

II. Graduation Requirements

Graduation Requirements

1. Pass MCAS exam in ELA, Math and STE (further explained below)
2. Pass four years of English
3. Pass three years of History/Social Science (to include World History, US History I and US History II)
4. Pass three years of Science (to include Physical Science to pass Introductory Physics MCAS)
5. Pass three years of Mathematics (to include Algebra & Geometry)
6. Pass four years of Physical Education (*see below for further information)
7. Pass one year of Fine Arts (5 credits) (*see below for further information)
8. Pass two years of World Languages (three years of the same language is strongly recommended)
9. Demonstrate competency in Computer Technology
10. Perform and document 40 hours of community service
11. 106 credits minimum

Definition of the 5-credit Fine Arts Graduation Requirement **Grades 9-12**

Our fine arts classes work toward the standards expressed in the Massachusetts Art Curriculum Framework. This Framework sets the expectation that all students in the Commonwealth's public schools will become proficient in understanding the arts and communicating in at least one arts discipline by the time they graduate from high school. In dance, music, theatre, and visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. For this reason, courses fulfilling the Fine Arts requirement have their dominant focus on nonverbal expression, creation, creativity, and aesthetic education. These courses value originality, stimulate imagination and creativity, and aim to deepen students' learning by increasing their response to beauty in all of its forms.

Courses which currently fulfill the requirement for Fine Arts include:

a.) Any course offered by the Visual Arts Dept. (see department subsection below)
b.) Any course offered by the Performing Arts Dept. (see department subsection below)
c.) In addition, the following Family and Consumer Science courses will fulfill the requirement:
 a. CS1921Z Interior and Fashion Design I
 b. CS2921Z Interior and Fashion Design II
 c. AC3602Z Sculptural and Functional Woodworking

Definition of the Four Year Physical Education Graduation Requirement

- **Grade 9:** Students are required to take the 9th Grade Program.

- **Grade 10:** Students are required to take two different quartered electives (preferably in the same semester). Students are not allowed to take electives marked for Grade 11 and 12 only. (each course is one quarter long)

- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entrail taking two quartered electives during your junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot not enroll in Quarter 4 electives.

- **There is a 4 absence allowance for all Quarter Elective classes. If a student surpasses the 4 absence allowance they must enroll in another elective in a different quarter to earn PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.**

Promotion and Graduation

Students must earn a passing final grade for the course in order to earn course credits towards graduation. For a student to advance from one grade level to the next higher grade level, the following requirements should be met:

Grade 10	22 credits minimum
Grade 11	48 credits minimum
Grade 12	72 credits minimum
Graduation	106 credits minimum

MCAS Competency Determination

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Students must also meet or exceed a scaled score of 220 on the Science, Technology and Engineering Exam in the one of the tested subject areas: Chemistry, Introductory Physics, Biology, or Technology/Engineering.
These are subject to change as the state updates the requirements

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Legacy	220 - 238	NI	Needs Improvement (requires an EPP)	- Biology
	240 - 258	P	Proficient	- Chemistry
	260 - 280	A	Advanced	- Introductory Physics - Technology/ Engineering

Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

Procedure and Requirements for Early Graduation

1. Petition for Early Graduation Release must be made in writing to the Principal.
2. Application for Early Graduation release will be reviewed by the school counselor and the Principal, or his designee, to outline a program for completion of graduation requirements. The request will then be forwarded to the School Committee for a final decision.
3. Students accepted for Early Graduation Release are normally required to leave school at the same date all other seniors leave school. Exceptions need to be approved by the Principal.
4. Students who intend to apply for early graduation must meet the following requirements: completion of all local graduation requirements, successful competency determination in Math, ELA, and Science on the MCAS exams, and a plan for the immediate future, signed by the student's parent or guardian.

Course Makeup Policy

It is recommended that a senior who has not met the graduation requirements attend an approved summer school (high school and/or college) and make up credits or required courses immediately, in order to receive their diploma in August of the year they were to have graduated. A diploma will not be conferred to a senior until they have completed all requirements towards graduation.

Any other student at the end of the freshman, sophomore or junior year is encouraged to make up credits or courses lost during that year. This will help to ensure the proper credits necessary for graduation. Students may not make up more than two required courses (English, Mathematics, U.S. History, etc.) in summer school. The two-course limit on required courses applies to the student's entire academic career at AHS and may not be interpreted as two courses per year. Students with extenuating health related circumstances may appeal this limit to the Principal.

- A student must have all summer school courses approved by the Principal or their designee **prior** to registering.
- Prior to continuing in a sequential course, a student must pass an AHS proficiency examination as determined by the department chair for the subject. If the course is not sequential, a proficiency examination will not be required.
- Enrichment courses may be taken any time at the discretion of the Principal. The credit and grade will neither be used in the calculation of either GPA or weighted GPA, nor will the course be shown on the high school transcript.
- Courses passed in summer school or courses that are taken through tutoring or outside of the normal semester or year-long timelines, become a part of the student's permanent record. The grade is recorded, but is not calculated in the student's GPA or weighted GPA. Maximum credit value can range from 2.5 to 5.0 credits, depending on the number of hours required in the study of that subject.

III. Introduction to Course Selection

The information contained in this Program of Studies is designed to guide students and parents in making important educational decisions for the upcoming school year. **All course offerings are dependent on the finalized school budget, enrollment, and student need. The school reserves the right to delete or amend course offerings based on financial considerations.**

Philosophy of Course Level Enrollment

The Arlington Public Schools encourage all students to meet their maximum potential. Recommended prerequisites are intended to identify the skills and competencies students should possess prior to enrollment in order to be successful in a given course. Required prerequisites that are not tied to sequential course offerings, i.e., you must take Spanish II before you can take Spanish III, are inconsistent with this vision and shall not be barriers to course selection. Teachers and counselors can provide specific assignments and samples of

coursework to help students make their choices about appropriate courses and levels of study. *While we encourage students to seek a challenging course of study, a schedule with 3 college-level courses (e.g., Advanced Placement) is generally considered to be our most demanding program.*

Course Selection Guidelines

- School Counselors work with students to choose the appropriate number and selection of required and elective courses for each individual student.
- The number of students in a particular course will vary based on the requests of students. If there are an insufficient number of students requesting a particular course, the course will not be offered, and those students who have requested it will be assigned to one of their alternate choices.
- Students who select a particular course at the time of the initial course selection should choose the **appropriate level** at that time. It may not be possible to adjust that level at a later date given the tightness the class size/course selection process. Students should consult with their teachers and counselors to make the most appropriate educational choices. Changes will not be made in the fall if a class overload would result.
- Students who are interested in college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. All of the courses offered at AHS are designed to prepare our students for college. Historically, Curriculum A, Honors and AP courses have met these standards, while Curriculum B courses have not. Students and parents are encouraged to look at the website to confirm for themselves that their courses meet these standards.
- All Freshman, Sophomore and Junior students attending classes at Arlington High School will be scheduled for 32.5 credits per year (minimum). All Seniors will be scheduled for 30 credits (minimum) per year. Exceptions to the credit minimums must be approved by a school administrator.
- All course schedules are subject to final approval of the administration.

Policy for Online Coursework and Dual Enrollment Coursework

Dual enrollment refers to the practice of students receiving credit from their high school for a course taken via a college or university, with the course included on both the high school and collegiate transcript.

Online learning, a practice where students learn in an asynchronous or synchronous format from a device-based platform is a broader term with no specific conditions in regards to high school credit.

Students whose medical needs render the student unable to remain in school for a full school day may petition, on a case by case basis, for acceptance of online coursework via their school counselor and Dean, who will seek approval for the requested online coursework with the department head of the subject of the course.

Arlington High School's leadership team encourages the practice of obtaining credit and online learning credit via established partnerships between our school and external educational organizations. This includes, but is not limited to, our courses offered in partnership with Syracuse University Project Advance, the Global Studies Consortium course offered in partnership with Harvard Extension School, the DESE funded dual enrollment opportunities for public high school students offered via Framingham State University, and our blended learning course offered to groups of students via EdX and Coursera. In addition, students may participate in a state offered dual enrollment program through community colleges such as Middlesex and Mass Bay Community Colleges. Each of these opportunities is handled in ways specific to the program and it is important to check with your school counselor at the time of enrollment for specific course requirements.

Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript.

Homeschool Students at AHS

Homeschool students are expected to remain in good standing, abide by the code of conduct and AHS attendance policies. Specifically, this means that the student will be subject to the following expectations.

- The student will abide by the Arlington High School discipline code.
- The student will attend class every day on time in accordance with the attendance policy.
- The student will not remain on school grounds during their unscheduled time
- The student will receive an AHS transcript for grades and credits earned.

Should the conditions not be followed, Administration may revisit the student's participation in classes at AHS. If the student is eligible for special education any change in services is subject to state and federal laws governing students eligible for special education.

Schedule Distribution Timetable

As has been the practice in previous years, final student schedules will be distributed by August at the latest. Every attempt will be made to issue a preliminary schedule at the end of the school year or in early summer so that attempts to resolve errors, conflicts, and omissions can take place before the start of the new school year. <u>While students may need to change courses based on their educational goals, no changes that unreasonably overload or imbalance the sizes of existing classes will be made. In particular, changes based on teacher, rather than course preferences, will not be honored</u>.

AHS Course Levels

The following course levels are offered at Arlington High School:

- **Advanced Placement** - primarily for students in Grades 11 and 12, AP courses offer a fast-paced, intensive, college-level, exposure to a specific curriculum. Students in AP courses must take the AP exam, offered by the College Board, at the end of the school year in order to receive AP credit for these courses.
- **Curriculum H** - for students in Grades 9 – 12, Curriculum H courses are driven by independent student-work and, along with Advanced Placement courses, require the highest amount of student discipline, energy, effort, and organizational skills.
- **Curriculum A -** for students in Grades 9 – 12, Curriculum A courses are college preparatory courses that cover rigorous content, college preparatory skill development, and specific instruction from teachers in study skills.
- **Curriculum B -** for students in Grades 9 – 11 with teacher and school counselor approval only, Curriculum B courses allow for some remediation while still providing preparation for college and career. Students who are interested in Division 1 or 2 college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. Historically, Curriculum A, Honors and AP courses have met these standards. Please note that the NCAA has not approved Curriculum B core classes at this point in time.
- **Heterogeneous courses -** Courses with this designation are offered to <u>all</u> students. Students access the same curriculum at the same time with the same teacher. Teachers will differentiate instruction to ensure that all students are appropriately challenged by the curriculum and can reach their full potential. Although this practice is not new to Arlington High School, we are making an effort to ensure that all students take at least two heterogeneous classes in core content areas before they graduate, as required by the New England Association of Schools and Colleges (NEASC). *Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*

	Curriculum H and AP	Curriculum A	Curriculum B
Reading and writing	Reading and Writing tasks require proficiency in and understanding of topic, development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and writing require increasing independence in understanding of topic development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and Writing tasks directly teach skills in topic development, writer's purpose, structure, grammar, spelling & punctuation.
Essays and open-ended questions	Essays and open-ended questions regularly require development of ideas in 4-9 paragraphs.	Essays and open-ended questions regularly require students to extend and expand upon development of ideas in 4-6 paragraphs	Essays and open-ended questions include direct instruction in creating beginning, middle (development and organization) and end.
Problem solving	Problems require independent application of multiple strategies to reach solutions.	Problems require minimal guidance in application of strategies to reach solutions.	Problems require considerable guidance in application of strategies to reach solutions.
Reading, lab experiences, media viewing	Reading, lab experiences, media viewing, etc. lead to independently drawing inferences and making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require increasing independence in drawing inferences, making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require comparison and contrast and some analysis and evaluation with ongoing support.
Textbooks and other information sources	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned for independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and require some independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and explored with considerable support.
Student performance	Student performance tasks and assignments are	Student performance tasks and	Student performance tasks and assignments

tasks	substantial and require independent time management and study skills.	assignments are substantial and assume increasing independent time management and study skills.	require time management and study skills directly taught and reviewed by the instructor.
Research assignments	Research assignments are carried out independently and require electronic and traditional sources and may include essays of extended length.	Research assignments are carried out with increasing independence and require electronic and traditional sources and may include essays.	Research assignments include explicit teaching of skills of planning, writing and syntheses and revision using electronic and traditional sources
Student tasks	Student tasks regularly require demonstration of creativity and originality independently. Students move beyond proficiency to sophistication in both oral and written language as they make original connections, and apply them to new and different problems.	Student tasks regularly require Demonstration of creativity and originality. Students are increasingly independent in making original connections, and in applying them to new and different problems.	Student tasks regularly require demonstration of creativity and originality with guidance & considerable support. Student tasks require comprehensive idea formation and clearly supported personal opinion.

IV. Report Cards

At the end of each school marking term, a report card is issued to each student. This report is available through the online parent portal and student portal or, upon request, is mailed home to parents or guardians. All grades and attendance become a part of the student's high school record. The following letter grades will be used in rating scholarship achievement in the courses taken:

Letter Grade Explanation

A Superior work. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.

B Proficient work. Content knowledge, complex reasoning skills, and work habits meet the standards of the course.

C Fair work. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course.

D Poor work. Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course.

F Failure. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course.

P Pass. Student has demonstrated the expectations for content knowledge and complex reasoning

skills and work habits in a course designated pass/fail.

H Honors
S Satisfactory
U Unsatisfactory
W Withdraw - Student withdrew from the class after the official date to be removed from a class.

Term Grades

The following grades may appear in the term grade for a course, but will not appear in the year-end grade for the course.

FA Failure due to excessive unexcused absences (seven or more). The comment from the teacher will detail the grade the student would have received.
I Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.
NG No grade. Student was not present for sufficient amount of time to receive a grade.
M Medical absence (The quarter is not counted as part of the student's final year average.)

Parent and Student Portal

At the beginning of each year, parents will be issued a password in order to check attendance and grades for their children at the high school. The information in the Parent Portal is provided by the staff to keep parents aware of both attendance and academic progress throughout each term and year. A password is also issued to each student to enter a Student Portal so that they may check on their daily progress in each class. **It is the responsibility of students to address any concerns or difference of opinions with their teachers on attendance and/or grades that are posted in PowerSchool.**

Final Exams

- For full year courses, final examinations are scheduled at the end of the year.
- For semester (1/2 year) courses, final exams will be administered at the end of each semester
- The final examination counts for 11% of the final year grade for full year courses; 20% for semester courses.

Course Transfer/Withdrawal

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult their counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

The final date to request a course change for a course will be 3 weeks after the first day of school. For the few electives or other classes that are offered during second semester, the final date to request a change is 3 weeks after the first day of term 3. (See chart below for specific dates). Any course change after this deadline will be reflected with a W in the term and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level.

These dates will be finalized once the calendar year for 2020-2021 is finalized by the School Committee

Year long course	**3 weeks after first day of school**	**September 29, 2020**
Semester 1 course	**3 weeks after first day of school**	**September 29, 2020**
Semester 2 course	**3 weeks after first day of term 3**	**April 16, 2020**

Quarter 1	**2 weeks after the first day of term 1**	**September 22, 2020**
Quarter 2	**2 weeks after the first day of term 2**	**November 18, 2019**
Quarter 3	**2 weeks after the first day of term 3**	**February 5, 2020**
Quarter 4	**2 weeks after the first day of term 4**	**April 17, 2020**

*these dates are subject to change as the schedule for 2020-2021 is finalized

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the term to earn a grade they will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

Auditing Courses

The option to audit a course will be approved by the Principal in extenuating circumstances. Auditing is a procedure whereby students attend a class for no credit. It is understood that a student who wishes to audit a course and have a notation of that audit appear on the transcript must meet regular attendance and class participation standards in that class.

V. Transcripts and GPA

Unlike report cards, which list grades by quarter and semester, transcripts only list final grades. (Senior transcripts, in the first part of senior year, do carry term grades as a way of notifying colleges of the students' academic progress in twelfth grade.) In addition, transcripts also list the students' weighted GPA (Grade Point Average) and unweighted GPA. This information is provided unofficially by teachers, in Naviance and PowerSchool. The only recognized official weighted or unweighted GPA is that which appears on an official school transcript. Note that students are not ranked at Arlington High School.

Grade Point Cumulative Average (GPA)

The grades a student earns will be averaged into a grade point average (GPA). The Grade Point Average is a student's non-weighted grade point cumulative average based on the following translation for each letter grade of A, B, C, D or F. The highest GPA is 4.3

A+ (97-100) = 4.3	**A** (93-96) = 4.0	**A-** (90-92) = 3.7
B+ (87-89) = 3.3	**B** (83-86) = 3.0	**B-** (80-82) = 2.7
C+ (77-79) = 2.3	**C** (73-76) = 2.0	**C-** (70-72) = 1.7
D+ (67-69) = 1.3	**D** (63-66) + 1.0	**D-** (60-62) = 0.7
		F (59 & below) = 0

Weighted GPA

The top weighted GPA is 5.0. The lack of availability of AP courses at 9th and 10th grade levels prevents any student from attaining a 5.25 weighted GPA, the top value for AP grade – see chart below.

Students receive credits for each quarter or term grade. The credits are factored in as part of the weighted GPA. The final credits awarded for the course, however, are based on the student's' Y1 grade, i.e., the student's grade

for the year. Students who receive a passing grade for the year in a course, will receive full credit for that course.

Weighted GPA

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
AP	5.25	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7
Curr. H	5.0	4.75	4.45	4.05	3.75	3.45	3.05	2.75	2.45	2.05	1.75	1.45
Curr. A	4.75	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2
Curr. B	4.5	4.25	3.95	3.55	3.25	2.95	2.55	2.25	1.95	1.55	1.25	0.95

Guidelines for Converting Grades and Credits for Transfer Students

In order to prevent disputes and misunderstandings revolving around the methodology and resulting determination of grade point average (GPA) for transfer students, and to preserve an element of fairness to students who have spent their whole academic careers at Arlington High School, the following guidelines will be followed:

- The Arlington High School Class grade point average is designed to give information on students' general level of performance in the AHS course of study. It is not realistic to assume that it can reflect with an unassailable level of accuracy student performance demonstrated under a different set of standards in place at other schools. **Therefore, only grades earned at Arlington High School will be used for the purpose of computing grade point average.**
- Transfer students will receive credits for the courses they have taken at their previous high school(s) as transposed into the credit values for Arlington High School (5 credits, 2.5 credits, etc.)

Honors Speakers for Graduation

The Principal appoints the honors speaker(s) for graduation, taking into consideration, student scholarship, school citizenship, and effectiveness as a writer and speaker.

VI. School Counseling Services

Counseling services at Arlington High School are geared to the individual student. Counselors work with students and parents on developmental issues, academic planning, course selection, personal issues, transition concerns, and the career/college search process. Counselors assist students to achieve their academic potential, while encouraging social and extracurricular experiences that provide opportunities for personal growth. Each year, counselors meet with their assigned students, in small groups and on an individual basis as needed, while collaborating with teachers and administrators regarding student progress. In addition, the counselors hold group meetings for parents of grade 10, 11, and 12 students each year.

In the spring, counselors meet individually with students to select challenging courses for the upcoming school year. Course selections, made by students and their parents, are further based on teacher recommendations, and post-secondary interests. Students are encouraged to explore their interests and to hone their talents through the selection of elective courses. Maintaining good grades and an appropriate level of rigor in course selection is emphasized.

School counselors utilize an online tool through the AHS School Counseling website. This program, called Family Connection/Naviance, is a customized planning and advising tool used to instruct all students on matters involving

career and college research. Freshman groups focus on transitioning to the high school, goal setting, and involvement in school and community activities. They are given a Naviance account where they complete a Learning Styles Inventory, which aids them in gaining an understanding of how they learn best, as well as a Multiple Intelligence Scale, which indicated each student's strengths. They also begin the process of researching careers and colleges. Sophomore groups revolve around MCAS, PSAT's, course selection and extracurricular activities. Students complete a Personality Profiler and a Career Inventory on Naviance, which exposes them to careers, college majors, and colleges, which best meet their interests and goals. Sophomores continue to expand their search for college majors. Junior groups focus on PSAT's, SAT's, and other standardized testing information. Students are taught how to conduct and fine-tune their college search using Naviance and other tools. They are encouraged to visit colleges, and to interview with college representatives. Counselors help juniors to develop a list of colleges and discuss acquiring teacher letters of recommendation. Seniors work with counselors in groups and on an individual basis to focus on matching their needs and interests to colleges which are a good 'fit'. Students and parents are guided, step-by-step, through the college application process.

College/admissions representatives schedule meetings with students in the AHS Career Center in order to discuss their requirements and to review admissions criteria. These visits include representatives from two and four year colleges, trade schools, the military, year-off programs, and other alternative programs. AHS also sponsors a Spring College Fair, which hosts representatives from over 150 colleges and universities.

Post-Secondary School Placement

Placement and acceptance into post-secondary schools, especially four-year colleges and universities, both private and state-run, are affected by the following:

- The student transcript: The transcript expresses commitment to learning by the nature and sequence of the course selected and by the marks received
- Recommendations: The student's counselor and teachers usually write recommendations. Recommendations give a picture of the student's academic abilities as well as their involvement co-curricular activities-sports, music, art, political and community involvement in order to provide a personalized assessment of the student.
- Test scores issued by the College Board or American College Testing Program
- Co-curricular activities, athletics, clubs, service, internships, work experience, in school and in the community

National Standardized Tests

- **PSAT, SAT, ACT** - The College Board of the Educational testing Service and the American College Testing (ACT) Service offer examinations whose scores are sought as part of the admission criteria by post-secondary educational institutions. Arlington High School conducts a Center for Admission testing Programs of the College Board for **PSAT and SAT. ACT** test centers are available in the Metropolitan Boston Area. Sophomores are encouraged to take the **Pre-ACT** and Juniors are encouraged to take the **PSAT** to give information for test preparation and testing decisions. Juniors also take the PSAT in order to qualify for the National Merit Scholarship Qualifying Program (NMSQP). Information about these tests is given at regular intervals through the School Counseling Office and the school calendar. Students work out a tentative calendar of testing with their counselors at the end of the sophomore year.
- **AP -** The Advanced Placement Examinations provide the means by which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. These tests help colleges judge the qualifications of candidates for advanced placement and college credit.
- **TOEFL -** The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand North American English as it is used in college and University settings.

Social - Emotional Counseling

School Counselors
The relationship a school counselor has with their students is a core component of the counseling program at AHS. Personal counseling is involved every time counselors meet with their students. Issues that arise are addressed based on the counselor's assessment of the personal needs of each student. Students are encouraged to set up an appointment with their counselor to discuss problems and concerns. The counselors value the relationship with each of the students and strive to provide individual support for all students. Counselors are also a resource for parents. Parents should feel free to contact their child's counselor if they have any questions or concerns.

When a student is in need of additional support, one of our school social workers may be of assistance in the situation. If a family or student is interested in services from a clinical social worker their school counselor can make a referral through our Student Support Team.

Clinical Services at AHS

General Services
The Intervention Coordinator/Social Workers offer and coordinate a range of support services at Arlington High School. The Intervention Coordinators provide crisis intervention, individual and group counseling, as well as consultation and support services to students, families, and professionals in the Arlington High School Community. Students are referred due to concerns around anxiety, depression, substance abuse, and behavioral struggles, among others. Deans, teachers, nursing staff, students, parents and school counselors can identify students in need or at risk. The Intervention Coordinator also makes referrals for clinical services in the community, and serves as a liaison to community agencies such as group homes, child welfare social workers, local mental health clinics and private therapists.

There are also several social workers within the Special Education Department (SPED) at the high school. These social workers provide support to students as deemed appropriate in their Individualized Educational Plans (IEPs). Please contact the Special Education for more information.

All students returning to school following a hospitalization, safety evaluation, or extended absence, are required to attend a re-entry meeting with their parents/guardians prior to their return to school. In this meeting the student, parent/guardian(s), and appropriate school staff will discuss how the student & family feel about returning to school, make a plan for the student's return to class, and assess and plan for managing make-up work and academics in a way that feels manageable and comfortable. If the student has been hospitalized then parents/guardians are asked to bring the Discharge Summary with them to the re-entry meeting. If the student was evaluated but not admitted to the hospital, please bring a letter of safety from the doctor who did the evaluation. Any other discharge paperwork is also encouraged. THIS IS REQUIRED DOCUMENTATION FOR RE-ENTRY TO SCHOOL.

The Shortstop Program
The Shortstop Program at Arlington High School is a short-term program providing tutoring and counseling support for students returning to school after an extended absence (7 or more days) due to emotional and/or medical reasons. The Instructional Specialist and Social Workers work closely with students and their teachers, enabling them to catch up with assignments and quickly return to classes. Students are offered up to two full days in the Program classroom, and up to eight additional days of help during their study blocks. Those students who require more support after Shortstop may be referred to the Harbor
Program.

The Harbor Program

The Harbor Program is a long-term support program aimed at addressing the academic, social, and emotional needs of students with chronic mental health or medical issues. The Instructional Specialists and Social Workers collaborate with students, families, teachers, and outpatient providers, individualizing each student's support plan. Students in Harbor attend Homeroom, Advisory, and one scheduled Harbor Study block each day, as well as regular check-ins with their assigned Social Worker. Referrals to the Harbor Program are made through the School Counseling Department, Nursing, or Deans, and interviews are required for acceptance into the program.

Substance Abuse Services
The Intervention Coordinator, a clinical social worker in our School Counseling Department, also provides a range of supports to students affected by substance use. Being caught with drugs or alcohol in or outside of school, or general concern from faculty, staff, or parent/guardian(s) may warrant a student being asked or required to complete an evaluation. Identified students participate in a one-hour evaluation after which the information gathered is used to determine the relative risk that this student may develop or continue to display a substance abuse problem. After this assessment students may be identified as needing a group or individual support and/or out of school support from a range of community resources. In addition, the Intervention Coordinator facilitates the Jive Turkeys, a student-named support group for teens considering making healthier decisions around drinking and other drug use. This group meets Tuesdays during the school day.

The Millbrook Program
Millbrook is an in district, general education, transition and assessment program which assists in obtaining a better understanding of students social, emotional, academic and transitional needs.

Academic Support Services

The Learning Center **Grades 9, 10, 11, 12**
The Learning Center provides a wide-range of academic support to accommodate the students' varied needs. The teachers work with students clarifying assignments, reviewing content material, structuring and editing essays, supporting ELL students' language development, assisting with college and scholarship applications, and improving study habits and organizational skills. The center is a quiet, structured learning environment where students can work together or independently to complete their assignments. Helping students further develop their executive functioning skills is a major focus of the program. Student progress is closely monitored through PowerSchool. The Learning Center teachers communicate with classroom teachers, guidance counselors, and support staff on a regular basis. Students are expected to bring materials and assignments to class and remain on task. National Honor Society peer tutors are also available to provide additional support. Students can be scheduled into the Learning Center or drop-in during free periods or after school.

New Courses 2020 - 2021

SS####Z Gender & Society (Semester course) Grades 11 & 12 2.5 credits
This course will examine why gender equality is so important and yet so hard to achieve. The central aim is to foster critical reading and thinking about gender and the ways in which it is shaped by the interlocking systems of racism, sexism, ethnocentrism, heterosexism, ageism, ableism, colonialism and globalization; and how social movements have resisted these inequalities and worked to create new systems of change. We will scrutinize political, social and legal constructions of gender which continue to operate as though gender is binary, and explore a more inclusive approach which reflects a gender continuum within the context of entrenched power structures. Through understanding the construction of gender and its relationship with society, we will look for solutions to eradicate gender discrimination and gender-based violence.

PE####Z A.M. Personal Fitness **Grades 10, 11, 12** **2.5 credits**

This course will meet from 7:30am-8:20am. This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE####Z A.M. Recreational Sports **Grade 10, 11, 12** **2.5 credits**
This course will meet from 7:30am-8:20am. Students in this course will participate in activities that are more individually based such as badminton, table tennis, tennis, etc. and activities that are team based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE####Z Drugs and the Body **Grades 10, 11 and 12** **2.5 credits**
This course will dive deeper into the effects of drugs, both legal and illegal, and how they affect the body. The course will build off of the Grade 9 curriculum and offer a more in-depth look at their effects on the human body, behavior, psychology, and experience.

SC#####Z Applied and Qualitative Chemistry - Curriculum A Grades 11, 12 **5 credits**
The Applied and Qualitative Chemistry program is designed to be a hands-on inquiry-based exploration of chemistry. It is designed to develop problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific issues, and recognize the importance of chemistry in daily life. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of chemistry uses multiple pathways of scientific reasoning with specific emphasis on written and oral communication as well as logical reasoning to explore atomic and molecular structure, chemical bonds, conservation of matter, reaction rates, organic chemistry, acid-base chemistry and biochemistry. Students will be expected to relate and use learned concepts in class through lab experiences, projects, tests, and common applications.

SC####Z Physics* **Grade 11, 12** **5 credits**
This physics course is for highly motivated students with strong scientific interest and mathematical ability. Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new situations. The major topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light.
Suggested Entry Criteria: Algebra 2 (may be taken concurrently). Teacher Recommendation
***Students have the option of earning Honors Credit through more challenging research and project work.*

SC####Z Weather and Climate **Grades 10, 11, 12** **2.5 credits**
With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework.
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SC####Z Physiology of Exercise & Activity **Grades 10, 11, 12** **2.5 credits**

This course examines the physiological effects of exercise and activity with an emphasis on humans. Major topics include energy use & nutrition, the muscular, cardiovascular, and respiratory adaptations across the age span and special environments (high and low altitude, heat and cold). **Must be currently enrolled or have completed biology**
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SC####Z Philosophy of Science (Spring 2021) Grades 10, 11, 12 2.5 credits
The good results of science are indisputable. But the sometimes discovery is based on ideas that are found to be a bit off the mark. Newton's Laws were taken to be absolute, then Einstein remade physics from the ground up. Yet still, engineers, architects, athletes, and surveyors all rely on Newton's laws. Science is our major current attempt at a self-correcting body of knowledge, but how does that really work? What must we assume, in order to do science? Is science a handy set of beliefs and processes that tend to give us the results we seek? Or is it a matrix of ideas that directly reflect the world as it is? Can science represent the world with complete accuracy? If not, what does it take for us to consider an idea justified enough to believe it or call it "true"? We will be exploring the development of science in the Western world, mostly in a historical perspective, and try to come to grips with some of these questions. It is fervently to be hoped that this deeper perspective will increase students' appreciation of science, while decreasing the sense of oracular mystery that can surround it.
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SC####Z Introduction to Philosophy (Fall 2020) Grades 10, 11, 12 2.5 credits
About 2,500 years ago, a thread of analysis of ordinary experience arose which has continued to this day. My thumbnail definition of philosophy is: The study of those questions that we have to assume we know the answer to just to conduct our daily lives. Examples of such questions include: How do I know when I know something? What kind of society should we build? What makes a society better than another? What obligations do I have to my family, my friends, to strangers, or to the state? Are we able to choose our actions freely, or does everything that happened to us, combined with the laws of physics, close off all decisions I can think of, except one? Does the universe care about us, or are we just kind of here? All these questions have been addressed over the centuries, and we still do not have universal agreement on the answers. We will look into some prominent answers from the past, and wrestle with the questions ourselves. Philosophy is difficult to study because it is a debate, not a single body of agreed-upon answers. It is also difficult to study because we really, really like our own views.
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

CS####Z Creative Textile Design- Curriculum A Grade 10, 11, 12 2.5 credits
Do you enjoy creative, hands-on classes? Want something to add to your fashion portfolio? Do you enjoy exploring color and design to create a custom wardrobe accessory? Then this semester long class is for you!! We'll be combining technology with traditional methods, such as knitting and weaving, working with a variety of fibers in creating your own fabric. Use the principles of design, color theory, and your newly learned skills to create your own textiles that can be made into something to suit your personalized wardrobe or home accessory.

English Language Arts

English classes are designed to foster clear thinking, thoughtful discussion, respectful collaboration, active listening and the improvement of student writing and reading. Each course provides opportunities for students to work with language-as readers, writers, and thinkers. Student writing will be kept in a portfolio to help students monitor their own progress.

Levels	AP	Curriculum H	Curriculum A	Heterogeneous
Grade 9		EN1105Z Foundations of English	EN1110Z Foundations of English	
Grade 10		EN2125Z Examining Expression	EN2120Z Examining Expression	
Grade 11	EN3000Z AP Language and Composition	EN3105Z American Literature	EN3110Z American Literature	EN7275Z Public Speaking
Grade 12	EN4000Z AP Literature and Composition	All Senior electives are offered as heterogeneous courses. *** Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*		EN4266Z Memoir, Poetry and Fiction: Creating Literary Forms EN7281Z Missing Voices, Other Cultures EN4168Z Poetry as Art EN7275Z Public Speaking*

*Please note these courses are offered at 2.5 credits and do not fulfill the English requirement for senior year.

- **Graduation Requirement:** All students must pass Four years of English in order to graduate.
- **Levels**: English courses are offered at two levels in the freshman and sophomore years. At the eleventh and twelfth grades, an Advanced Placement course is also offered. All students enrolled in AP courses must take the AP exam in May.
- **Curriculum H Level:** Honors classes require certain academic strengths and habits of mind. Students should demonstrate clear enjoyment of the written language as evidenced through a love of reading and writing; the student should be able to read challenging texts independently and write carefully considered essays with limited teacher direction. Students need to be able to reason abstractly and think symbolically, take responsibility for their learning, and appreciate their important role as members of a learning community.
- **Heterogeneous Courses (Grades 11 and 12 Electives):** Students can earn Honors credit in these courses through more challenging research and project work.
- **Entry Criteria for Grade 9 Honors English:** Primary among the considerations for entry into the ninth grade honors course is the recommendation of the eighth grade teacher. A student's current teacher understands his or her academic strengths and unique learning style.
- **Grade 11 English Requirement:** American Literature is a required course for all juniors except those who select AP Language and Composition.
- **Grade 12 English Requirement:** A full year of English must be selected in Grade 12. Students who take more than one English course should carefully consider the reading and writing requirements of courses since all English courses require a serious time commitment.

- **Summer Reading:** All English courses have required summer reading. A complete list of the titles for each course will be available in June through school offices and online. Summer reading will be tested during the first full week of school in September.
- **Senior Electives:** With the exception of AP Language and Literature, all senior electives are heterogeneously grouped. Students may elect to earn honors credit in September.

English Grade 9

EN1105Z Foundations of English - Curriculum H **Grade 9** **5 credits**

EN1110Z Foundations of English - Curriculum A **Grade 9** **5 credits**

This course is designed to provide a foundation for success in the entire high school English program. To develop this foundation, students read classic and contemporary works, apply reading strategies, develop skills of literary analysis, and broaden their knowledge of literary terms. The course involves the close reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. Because this course is a study of communication in all its forms, students also critically assess information in non-traditional "texts," such as online media, advertisements, and news articles. Students compose literary analyses and expository essays with a clear focus, logically related ideas, and supporting detail to uphold their arguments. In creative writing, students work to develop a strong voice and to integrate literary elements, such as figurative language, characterization, and narrative structure. Students use their knowledge of the standard conventions of the English language to revise and edit their work. Students are encouraged to become active participants in the classroom through student-centered discussions and oral presentations. To foster a positive attitude toward learning and to support students as they assume responsibility for their progress, the course provides instruction in critical thinking, reading strategies, and effective study habits. Other emphases include grammar and vocabulary development.

Thematic Units Include:

- **Perception and Stereotypes**
 - *Monster,* Walter Dean Myers
 - *The House on Mango Street,* Sandra Cisneros
 - *Bean Trees*, Barbara Kingsolver
 - *The Penelopiad,* Margaret Atwood

- **Power and Fear**
 - *Lord of the Flies*, William Golding

- **Archetypes and Society**
 - *The Odyssey,* Homer
 - *The Penelopiad,* Margaret Atwood

- **Fate, Hubris and Reckless Behavior**
 - *Oedipus Rex,* Sophocles
 - *Romeo and Juliet,* William Shakespeare

English Grade 10

English 10: Examining Expression

EN2125Z Examining Expression - Curriculum H **Grade 10** **5 credits**
EN2120Z Examining Expression - Curriculum A **Grade 10** **5 credits**
English 10 is a full-year course developing skills gained in ninth grade. Students not only interpret fictional characters' experiences, but also examine and express their own beliefs and ideas through varied methods and media, including discussion. Students write creative pieces and evidence-based analytical essays; collaborate in order to reflect on their growth as writers and thinkers; and continue building vocabulary, learning grammar fundamentals, using technology, speaking publicly, and broadening their understanding of literary elements and genres. Additionally, students prepare for the English Language Arts MCAS exam by cultivating test-taking strategies. Authors we read in the tenth grade include but are not limited to Sophocles, Shakespeare, Jane Austen, Charles Dickens, Robert Louis Stevenson, Kate Chopin, Ray Bradbury, John Knowles, August Wilson, Arthur Miller, and Sherman Alexie.

English Grade 11

Students entering grade 11 may take one of the following year-long courses. All juniors will study both classic and contemporary works from the following list: *The Scarlet Letter, Adventures of Huckleberry Finn, Ethan Frome, The Great Gatsby, The Catcher in the Rye, Native Son, Their Eyes Were Watching God, Grapes of Wrath, Of Mice and Men, The Crucible, Plainsong, A Raisin in the Sun, Into the Wild.*

EN3000Z Advanced Placement Language and Composition AP Grade 11 **5 credits**
AP Language and Composition is intended for juniors who have demonstrated proficiency in composition and literary analysis and are ready to engage in college-level study of more sophisticated writing and effective rhetoric. Through thematic units the students will explore purpose and audience, the tools of effective argument, the elements of style, and the use (and misuse) of language. Through close analysis and synthesis of a variety of texts, students will develop their expository, analytical, and argumentative writing skills to address the essential question: *How does the study of rhetoric enable one to be a contributing citizen and a conscientious consumer?* While students will read novels of American literature, equal emphasis will be given to classic essays, speeches, political tracts, and literary criticism from such authors as Frederick Douglass, Deborah Tannen, Brent Staples, Richard Rodriguez, Annie Dillard, Perri Klass, Henry David Thoreau, Malcolm X, Martin Luther King, Amy Tan, George Orwell, and others. AP students will be expected to read deeply, prepare oral presentations and lead discussions. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

EN3105Z American Literature - Curriculum H **Grade 11** **5 credits**
EN3110Z American Literature - Curriculum A **Grade 11** **5 credits**
The English 11 full-year American Literature program is an exploration of major American writers from colonial times to the modern day. Students explore the essential questions "*What does it mean to be American?"* and *"How does the American Dream change over time?"* Specific themes include the transition from innocence to experience, the conflicts between the individual and society, the realization of a moral code, and the pursuit of happiness. Selected novels and plays from the list above are supplemented by short stories, poems, and essays. As readers, students are challenged to engage texts purposefully in order to make meaning, generate critical questions, observe connections among texts, and defend interpretations with relevant evidence. As writers, students focus on crafting and supporting original claims through organized, fluid, and unified essays. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction,

based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

English Grade 12

In order to graduate, students must enroll in and pass a full year of senior English. In the fall, students will spend time on the composition of the college essay and review for the final administration of the SAT. All courses will include regular writing assignments and a variety of reading experiences.

EN4000Z AP Literature and Composition **Grade 12** **5 credits**
Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex, Heart of Darkness, Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May.

EN4266Z Memoir, Poetry and Fiction: Reading and Creating Literary Forms **Grade 12** **5 credits**
Students in this course will have the opportunity to find their creative voices in three distinct areas. The college essay will begin a study of memoir; students will then study the short story, and finally poetry. In each case, writing will be informed by both classic and contemporary literature. Memoirs by David Sedaris, Dave Eggers, Jeannette Walls; poetry by authors ranging from William Shakespeare to Robert Frost to Billy Collins; and short stories by Hemingway, Poe, Vonnegut, Chopin and many others will all give shape and texture to the literary forms that students will write. Students will create a writing portfolio as the culmination of the year's work.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7281Z ELA Missing Voices, Other Cultures **Grade 12** **5 credits**
Literature often tells us about people whose lives are informed by the societies in which they live. Whether defined by race or culture, exclusion or inclusion, power or weakness, characters in literature can help us to see how society shapes both behavior and motivation. Students in this course will hear the voices of people who have had to work to be heard, whether it is because of gender, beliefs, family background, political realities, or other issues that have caused them to speak out as a means of defining themselves. Students will write regularly in this course; analytical essays, personal essays, and formal presentations will offer students opportunities to hone the writing skills they have been working on throughout their high school years.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN4168Z Poetry as Art **Grade 12** **5 credits**
As one of the oldest art forms, poetry has become both a time-piece and a gallery of diverse expression. It has inspired and informed works ranging from Homer's classic epics to more contemporary forms such as rap and hip-hop. More importantly, perhaps, it is a representation of our own life rhythm. Seamus Heaney once wrote: "I rhyme to see myself. To set the darkness echoing." In an effort to find our own rhyme, we will explore poetry from its most basic roots to its more sophisticated forms. Instead of surveying poetry as a chronological timeline, we will bounce back and forth from the past to the present in order to discover how one has informed the other. Haikus and sonnets, ballads and slam poetry will all receive equal attention. Students will read, compose, and analyze poetry as an artisan might, by paying close attention to the process, the craft, and the history that informs

our work. While the majority of the writing in this class will be creative in nature, students will occasionally write expository pieces about poems as well.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7275Z Public Speaking (Semester Course) Grades 11-12 2.5 credits
Students are provided with skills to strengthen performance as persuasive communicators, problem-solvers and problem- solvers. Students learn and practice various forms of speeches including demonstration, motivational, informative and persuasive speech. Opportunities for practice in public speaking are provided through formal and informal debates, class presentations, impromptu deliveries, videotapes, PowerPoint presentations, and peer evaluations. As their skills are developed, students will increase their confidence and enthusiasm as public speakers and writers. ***This course does not count towards the four year English requirement.***
** Students have the option of earning Honors Credit through more challenging research and project work.*

English Learner Education (ELL)

The primary goal of the English Language Learner Program is to enable the English Language Learner to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes are divided into three levels, Entering/Emerging (ELL 1), Developing/Expanding (ELL II), Expanding/Bridging (ELL III). At each level the four major aspects of language (speaking, listening, reading, and writing) will be mastered before moving to the next level. Students practice all language skills in English and learn essential vocabulary and background information to foster success in content areas across the curriculum.

ENGLISH LANGUAGE LEARNER EDUCATION PLACEMENT HAS PREREQUISITES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES

ESL Level	Required Language Class
ELL Level 1 - Entering/Emerging	EL01Z ELL Level 1 - Entering and Emerging
ELL Level II - Developing/Expanding	EL02Z ELL Level IIA - Developing and Expanding
ELL Level III - Expanding/Bridging	EL3002Z ELL III - Expanding/Bridging

ELL Level 1 - Entering/Emerging (Two blocks-full year) 10 credits
This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

ELL Level II - Developing/Expanding (One block-full year) 5 credits
This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around

theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

ELL III - Expanding/Bridging (One block-full year) **5 credits**
This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.

Family and Consumer Sciences

All courses in the Department of Family and Consumer Sciences address Massachusetts Health Frameworks Standards as well as National Standards for Family and Consumer Sciences. Family and Consumer Sciences is all about "learning for living." We offer courses to help young men and women develop a variety of personal and career skills. Some classes are in laboratory settings that provide opportunities for learning by demonstration, practical hands-on experiences, observation and discussion. These courses encourage accomplishment through work in small groups and in individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

Levels	Curriculum H	Heterogeneous
Grades 9-12		CS2241Z Early Childhood Education I CS1920Z Interior and Fashion Design I CS2305Z Culinary Arts and Hospitality I
Grades 10-12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary Arts and Hospitality I CS3305Z Culinary Arts and Hospitality II CS2315Z Bake Shop 101 (1 Semester) CS2318Z Cooking On Your Own CS2317Z Morning Eats: Breakfast and Brunch CS####Z Creative Textile Design
Grades 11, 12	CS4241Z Early Childhood Education Practicum	CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary Arts and Hospitality I CS3305Z Culinary Arts and Hospitality II CS3405Z Culinary Arts and Hospitality III CS2315Z Bake Shop 101 (1 Semester) TE3930Z Introduction to Wood Technology

		CS2318Z Cooking On Your Own CS2317Z Morning Eats: Breakfast and Brunch
Grade 12	CS4241Z Early Childhood Education Practicum IN7699Z Capstone: Early Childhood Internship (5 credits) IN7799Z Capstone: Early Childhood Internship (10 credits) IN7750Z Early Childhood Education Practicum/Internship (5 credits) IN7751Z Early Childhood Practicum/Internship DB (10 credits)	CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2305Z Culinary Arts and Hospitality I CS3305Z Culinary Arts and Hospitality II CS2318Z Cooking On Your Own CS2317Z Morning Eats: Breakfast and Brunch CS3405Z Culinary Arts and Hospitality III CS2315Z Bake Shop 101 (1 Semester)

Child Development Studies

These courses are designed for students interested in studying Early Childhood in college or pursuing careers working with young children such as early childhood or elementary school teachers, daycare providers, child psychologists, pediatricians, or social workers. Students will learn about the development of children through a variety of classroom and preschool lab activities. Students will gain invaluable experience and insight into the roles of parents, teachers, and other professionals who work with young children.

Students who complete the course requirements for Early Childhood Education I, Early Childhood Education II, and Early Childhood Education Practicum and Internship may meet the requirements for EEC (Office for Early Education and Care) certification. This certification allows individuals to work in private early childhood programs as teachers. Students will be awarded a letter documenting their participation upon completion of requirements.

CS2241Z Early Childhood Education I **Grades 9, 10, 11, 12** **5 credits**
Although all students are welcome, this elective course is especially designed for students who are interested in pursuing careers in early childhood and elementary education and care or other fields working with children. Students study the development of children from birth to age 5 with a strong emphasis on early childhood curriculum and programs. There will be a focus on current research of brain development, different learning styles, and theories of development, teaching, and learning. The study of children will be accomplished through class readings and discussion, research projects, observations in early childhood programs, media presentations, and hands-on experience working with three and four year old children in Menotomy Preschool. Students apply their knowledge of developmentally appropriate activities for young children by planning, implementing, and evaluating activities for the preschool children in all curriculum areas.

CS3243Z Early Childhood Education II **Grades 10, 11, 12** **5 credits**
This challenging and rewarding class gives you the opportunity to begin working with children in Menotomy Preschool on a regular basis. You will write and implement lesson plans, create educational games, teach simple math, language arts, social studies and science concepts, explore music and movement activities, and develop creativity through art. You will apply these skills directly with the children on a rotating basis every other week. Bi-weekly class discussions and planning times give you the opportunity to evaluate your progress, discuss the

children's growth and needs, and continue planning for the next teaching session.
Entry Criteria: Successful completion of Early Childhood Education I and Lead Teacher approval.
** Students have the option of earning Honors Credit through more challenging research and project work.*

CS4241Z Early Childhood Education Practicum Grade 12 5 credits
This course is for students who have already taken Early Childhood Education I and II and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You will experience the fun and challenge of working with three and four year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the field of childcare after high school or who will pursue a college degree in education or another child related field.
Entry Criteria: Successful completion of Early Childhood Education II and Lead Teacher approval.
** Students have the option of earning Honors Credit through more challenging research and project work.*

IN7699Z Early Childhood Education Internship Grade 12 5 credits
IN7799Z Early Childhood Education Internship Grade 12 10 credits
Students who have already completed three years of Early Childhood Education courses, or who are enrolling in the Early Childhood Practicum course as seniors, may choose to do an internship in an elementary school classroom. Students who enroll in this program will work out a school placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. 5 credits will be awarded to students completing 4 blocks per week of the internship, while 10 credits will be awarded to students completing 8 blocks per week.
Entry Criteria: Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood Practicum, as well as teacher approval.

IN7750Z Early Childhood Practicum/Internship Grade 12 5 credits
IN7751Z Early Childhood Practicum/Internship DB Grade 12 10 credits
This course is designed for Seniors who were unable to participate in all four years of the Early Childhood Education Program, but who would like to participate in an internship at Menotomy Preschool, one of the Arlington Public Schools elementary classrooms, or a teacher approved community preschool or daycare. The course is designed to be a combination of the Early Childhood Practicum coursework and Early Childhood Education Internship. 5 credits will be awarded to students completing 4 blocks per week of the internship, while 10 credits will be awarded to students completing 8 blocks per week. ***Please Note:*** *Students must have pre-approval from the program instructor and Family and Consumer Sciences Lead-teacher. Students who participate in this course will not be eligible for certification with the Massachusetts Office of Early Childhood and Care*

Foods, Hospitality, and Tourism Career Paths

The exciting worlds of hospitality and tourism are two of the fastest growing and most exciting industries in the world today. This encompasses more than 15 related industries including food service, travel, tourism, and lodging services. This program will give students the opportunity to explore and research the career paths available and participate in shadow programs for a first-hand look at what the professionals in these industries actually do on the job. Students will be given a broad overview of these career paths in the grade 9 course. In the following years, students will have the option of concentrating their studies in a specific related career path.

CS2305Z Culinary Arts and Hospitality I Grades 9, 10, 11, 12 5 credits
In this course, you will learn food preparation skills for both home and in the hospitality industry. Explore the wide range of career and business opportunities available in this billion dollar industry. Through foods labs, a variety of

hands-on activities, discussions, field trips, guest speakers, readings, and research projects. Learn how to prepare healthy foods, fun menus, arranging trips,"planning events, and comparing features of all areas of the hospitality and tourism industry. Walk out of this class with the skills necessary to get an entry level job in the field and find out what this industry can offer you as you consider your future career options. In addition, the foods and nutrition units of this course provide opportunities for students to develop skills in food preparation techniques, meal planning, consumerism, and nutrition planning. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts.

CS3305Z Culinary Arts and Hospitality II **Grades 10, 11, 12** **5 credits**
This elective course is for students who have taken Culinary Arts and Hospitality I and are interested in pursuing a career in the hospitality field. There will continue to be a focus on the wide range of career and business opportunities available in this field, with a concentration on marketing, planning and research in the hospitality and tourism industry. Students will engage in product development, learn to prepare some recipes in the production method style**,** and will analyze nutritional content of foods and recipes through the use of technology. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts
Entry Criteria: Successful completion of Culinary Arts and Hospitality I

CS3405Z Culinary Arts and Hospitality III **Grades 11, 12** **5 credits**
Culinary Arts and Hospitality III is the third level of Culinary Arts and Hospitality at Arlington High School and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and advanced culinary skills. Part of this course will prepare the student to pass the test for ServSafe Certification as a Food Handler. Skills and content will be explored through a variety of hands-on activities, simulations, guest speakers, and field trips. We will also explore a variety of Culinary Arts Programs at the post-secondary level.
Entry Criteria: Successful completion of Culinary Arts and Hospitality I, Culinary Arts and Hospitality II, and teacher approval.

CS2315Z Bake Shop 101 (Semester 1) **Grades 10, 11, 12** **2.5 credits**
Do you love baking? Learn the basics and science of preparing while baking a variety of baked goods in our culinary labs . Learn how to "bake your own signature items" by tailoring ingredients to meet your tastes. For those students who are not able to fit in a full-year culinary course, this is a great opportunity to explore the art of baking in a one semester format. This baking course will provide opportunities to learn baking skills, by preparing a variety of baked goods; but will also provide opportunities for personalization and making connections between science and the art of baking. Students will develop a portfolio of their work and achievement of academic standards.

CS2317Z Morning Eats: Breakfast and Brunch (Semester 1) **Grades 10, 11, 12** **2.5 credits**
Having a difficult time getting ready, eating, and getting to homeroom before the late bell? Join us to cook and learn more about the most important meal of the day, as well as strategies for fitting it in so you can have more energy, give a boost to your academics, and contribute to your personal health triangle. Research shows that many people miss out on this very important meal of the day, including the Arlington Youth Risk Behavior Survey (YRBS). This is a great opportunity to learn how to plan and prepare a variety of traditional and updated breakfast and brunch recipes through our cooking labs, walking field trips, and engaging projects. We will also learn how to plan, prepare, and host a brunch. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your

own.

Young Adult Living, Design, and Consumer Education

CS2318Z Cooking On Your Own (Semester 1) Grades 10, 11, 12 2.5 credits
Do you only know how to cook Ramen and boxed mac and cheese? Is that how you're planning to survive college and your early adulthood? Join this class to learn how to plan, shop for, and cook fun, healthy, and inexpensive meals for you and your friends. Students will discover tips and tricks for surviving on their own. This is a great opportunity to learn how to plan and prepare a variety of foods in our cooking labs, walking field trips, and engaging projects. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Basic Budgeting and financial responsibility will also be explored and practiced.Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.

Interior and Fashion Design

Are you creative? Do you have a flair for design? Do you find yourself examining room designs and fashions and thinking of ways you would add your own creative touch? If you do, then Interior Design and Fashion Design are for you. Come explore color theory and the elements and principles of design as they apply to room interiors and fashion. Use your talents and skills to discover the designer in you. These courses are elected in tandem and can be elected for two years, the second year at an advanced level.

****Fashion and Interior Design Courses fulfill the Fine Arts graduation requirements.****

CS1921Z Interior and Fashion Design I Grades 9, 10, 11, 12 5 credits
The first half of this course enables students to explore their creativity in the field of Interior Design by focusing on color, the elements and principles of design, room arrangements and floorplanning. Students will gain an appreciation of the design fundamentals that form the foundation for which all design is judged. Opportunities for using computer aided design software will be available. Students will learn how to manipulate and apply the tools of design in a variety of situations in the home to create beautiful environments through hands-on projects, field trips, and guest speakers. The second half of this course will focus on fashion where students will develop an awareness of the role of clothing, textiles and fashion in our daily lives. The social, psychological, cultural and environmental aspects of clothing will be explored along with marketing strategies. Students will learn theory and will develop and apply their design skills through a variety of hands-on projects and experiences. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers, and shadow experiences.

CS2921Z Interior and Fashion Design II Grades 10, 11, 12 5 credits
Students will apply more advanced design techniques as they create more complex room designs. 3-D home design software will be used to apply the knowledge and skills obtained in the introductory course for designing more sophisticated room environments. The study of background materials, lighting, flooring, furniture and architectural styles will be explored. Students will design their own line of clothing and accessories along with a marketing plan to promote their products using technology to facilitate this process. Students will study merchandising and the various careers related to fashion, merchandising and design. Students will continue to explore the various career paths available in these areas and will be provided an opportunity to participate in shadow experiences. **Entry Criteria:** Successful completion of CS1920Z Interior and Fashion Design I.

CS1922Z Interior & Fashion III Grades 11, 12 5 credits

Students will apply more advanced design techniques, building upon the skills they learned in Interior & Fashion I and II. They will create a portfolio, designing a fashion line which will include inspirational research, a mood board, sketching, and selecting fabrics. Students will explore more advanced sewing techniques through their independent projects, as well as study various careers related to fashion, merchandising and design.
Entry Criteria: Successful completion of CS1920Z Interior and Fashion Design I, CS2921Z Interior and Fashion Design II, and Interior Fashion and Design teacher recommendation.

CS####Z Creative Textile Design- Curriculum A Grade 10, 11, 12 2.5 credits
Do you enjoy creative, hands-on classes? Want something to add to your fashion portfolio? Do you enjoy exploring color and design to create a custom wardrobe accessory? Then this semester long class is for you!! We'll be combining technology with traditional methods, such as knitting and weaving, working with a variety of fibers in creating your own fabric. Use the principles of design, color theory, and your newly learned skills to create your own textiles that can be made into something to suit your personalized wardrobe or home accessory.

Makerspace Course Offerings

Levels		Heterogeneous
Grades 9-12		**AC3610Z Art and Technology I Curriculum A** **AC3611Z Art and Technology II Curriculum A** **AC3602Z Sculptural and Functional Woodworking - Curriculum A**
Grades 10-12		**AC3613Z Woodworking II - Curriculum A** **AC3613Z Woodworking II - Curriculum A**

INNOVATION AND DESIGN THINKING CERTIFICATE PROGRAM

PURPOSE AND RATIONALE

Advances in technology have lead to increasingly rapid changes at the beginning of the 21st century. The speed and impact of these advances have created a contemporary culture that values innovation and discovery. The idea of STEAM education has risen in recent years as a response to the need for preparing young people with the skills to be creators of technology and culture and not simply consumers. While a student may learn the content of the individual disciplines of the STEAM acronym (Science, Technology, Engineering, Art and Math), grouping them together implies an interdisciplinary approach. Work on teaching problem solving and thinking skills for effective application of STEAM education has lead to the concept of Design Thinking. Design Thinking encourages students to think deeply about a problem and to work collaboratively across disciplines to arrive at the best possible solution.

The AHS Innovation and Design Thinking Certificate is a program that students elect to participate in to foster the skills related to effectively applying their STEAM based skills and knowledge. Students will apply brainstorming and problem solving techniques to their project-based school work and document the process in a web based portfolio. The program will culminate in an independent project their senior year, overseen by an advisor, solving a real world problem that the student has identified. Students who meet the requirements will receive an AHS Innovation and Design Thinking credential on their transcript and be recognized for their focused interest and effort in STEAM related fields.

AC3610Z Art and Technology I Curriculum A Grades 9, 10, 11, 12 2.5 credits
This is a studio class that explores the intersection of contemporary art and technology. Students will be

introduced to tools including microcontrollers, robotics, 3D printers, and the laser cutter to create original art that responds to issues relevant to modern culture and their personal experiences. Art and Tech I will focus on both contemporary and historical artists and art forms, tool training, developing skills, and making meaning through art making. Collaborative projects will be encouraged. Art and Technology I and II can be taken consecutively to fulfill the 5-credit Fine Arts Graduation Requirement.

AC3611Z Art and Technology II Curriculum A Grades 9, 10, 11, 12
2.5 credits
This is a studio class that explores the intersection of contemporary art and technology. Students will be introduced to tools including microcontrollers, robotics, 3D printers, and the laser cutter to create original art that responds to issues relevant to modern culture and their personal experiences. Art and Tech II will also focus on both contemporary and historical artists and art forms, developing higher level skills, and making meaning through art making. Collaborative projects will be encouraged. Art and Tech II give students the opportunity to apply skills learned in Art and Technology I and to create personal artwork on a more independent basis. Art and Technology I and II can be taken consecutively to fulfill the 5-credit Fine Arts Graduation Requirement. **Prerequisite Art and Technology I**

AC3602Z Sculptural and Functional Woodworking - Curriculum A Grades 9, 10, 11, 12 5 credits
Sculptural and Functional Woodworking is a yearlong class that cultivates students' skills related to designing and fabricating both functional and sculptural structures from wood. This class explores the relationship between functional and non-functional artworks through discussion and making. Students are introduced to relevant tools, skills, and projects that are presented in an open-ended way. This approach encourages creative problem solving and requires students to design and build one-of-a-kind objects. The projects are also presented in the context relevant to professional fields including carpentry, architecture, sculpture, and industrial design. **This course fulfills the 5-credit Fine Arts Graduation Requirement. (Formerly called Wood Tech)**

AC3613Z Woodworking II - Curriculum A Grades 10, 11, 12 5 credits
Woodworking II is a yearlong class for students who have completed Woodworking I and are interested in further developing their skills. The assignments will include problem solving and completing building projects in the AHS community as well as creating original work. Permission of the instructor is required. **Prerequisite: Wood Tech or Sculptural and Functional Woodworking**

DESIGN THINKING CERTIFICATE STUDENTS WILL

1. IDENTIFY PROBLEMS: Individuals who elect to participate will identify real world problems and arrive at solutions that are meaningful to themselves and helpful to others.
2. THINK CREATIVELY: Students will think deeply and solve problems in innovative ways to arrive at the best possible solution.
3. DEMONSTRATE PERSISTENCE: Participants will work through iterations of their projects and demonstrate design thinking skills related to identifying problems, building and testing prototypes, and problem solving.
4. WORK COLLABORATIVELY: Students will work as a cohort to bring expertise from across disciplines to their work.
5. DOCUMENT PROGRESS AND ACCOMPLISHMENTS: Students will create an online portfolio of related projects that illustrates planning, process, and outcomes, and complete a final independent faculty reviewed project.

REQUIREMENTS

The Innovation and Design Thinking Certificate program is intended to be a two year commitment for individuals in their junior and senior year who want to focus their effort, work collaboratively with like minded people, and be challenged to take their school work to a higher level.

HISTORY & SOCIAL SCIENCES

In Arlington Public Schools, teachers seek to engage students in the study of history and social studies through authentic instruction: having students experience history through interactive, real-life based activities, perspective-taking, and a critical analysis of history that makes connections to today's society. As part of their study of history, we also look to develop students' research, critical thinking, and writing skills as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society they live in.

Required Courses:
All students must take and pass Modern World History and United States History 1 and 2 in order to graduate from Arlington High School. AP US History may take the place of United States History 2.

Levels	Curriculum A	Honors/Advanced Placement
Grade 9	SS1110Z Modern World History	SS1105Z Modern World History
Grade 10	SS2210Z United States History I	SS2105Z United States History I
Grade 11	SS3110Z United States History II	SS4000Z US History AP **OR** SS3105Z US History II H

The following link may be helpful when determining if Honors History is correct level for your student:

"What Does It Mean to Take Honors History?" and "Sample Honors History Work"

History Requirement - Grade 9

SS1110Z Modern World History - Curriculum A **Grade 9** **5 credits**
SS1105Z Modern World History - Curriculum H **Grade 9** **5 credits**
In this course, students study major historical events in World History from the 1700s to the present. We will explore the French Revolution and Napoleon, the Industrial Revolution, Imperialism, Nationalism, World War I and the Russian Revolution, the Interwar Years and Rise of Totalitarianism, World War II and the Holocaust, the Cold War, and colonial independence movements. We will also incorporate discussions of current events that connect to eras of the past.
NOTE: Students choosing to take this course at the honors level will be responsible for completing a summer assignment due within the first week of school.

History Requirement - Grade 10

SS2210Z United States History 1 - Curriculum A **Grade 10** **5 credits**
SS2105Z United States History 1 - Honors **Grade 10** **5 credits**
United States History 1 asks students to study the historical foundations of America and make connections to how

the U.S. became the country that it is today. This is done in order to help students become more informed citizens of the country they live in. Students will examine the 13 Colonies, American Revolution, U.S. Constitution, early American presidencies, the Civil War and Reconstruction. Throughout their study of early U.S. history, students will consider recurring political, social, economic, military, and cultural themes.
NOTE: Students choosing to take this course at the honors level will be responsible for completing a summer assignment due within the first week of school.

History Requirement - Grade 11

SS3110Z United States History 2 - Curriculum A **Grade 11** **5 credits**
SS3105Z United States History 2 - Honors **Grade 11** **5 credits**
In United States History 2, students will study major events and themes in modern American history. Topics include immigration, industrialization and urbanization, American imperialism, Progressivism, World War 1, the Great Depression, World War 2, the Cold War, the Civil Rights Movement, the Vietnam War and contemporary events in U.S. history.

SS4000Z AP United States History AP **Grade 11** **5 credits**
The A.P. U.S. History course focuses on developing student's understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. History for significant events, individuals, developments, and processes in nine historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. History course.

Students selecting the AP US History course must take the College Board AP US History exam in May in order to receive AP credit for the class.

NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.
HISTORY & SOCIAL SCIENCES ELECTIVE OFFERINGS:

Levels	Advanced Placement	Heterogeneous (all semester courses)
Open to Grades 10, 11, 12	SS7804Z AP Human Geography (full year)	SS7298Z American Law SS7386Z American Pop Culture SS7383Z History of Massachusetts SS7167Z Psychology and Human Behavior SS7390Z Social History Through Sports
Open to Grades 11 & 12 ONLY	SS4400Z AP European History (full year)	SS7388Z History of the Middle East

	SS7000Z AP Psychology (full year) SS7802Z AP United States Government and Politics (full year) SS7293Z The Economics of Personal Finance (Dual Enrollment with Syracuse) (semester) SS7196Z Economic Ideas and Policy (Dual Enrollment with Syracuse) (semester)	SS7295Z Intro to Economics SS7280Z Race, Society, and Identity SS7154Z Current Issues: America and the World SS####Z Gender & Society

SS7804Z AP Human Geography **Grades 10, 11, 12** **5 credits**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

SS7802Z AP United States Government and Politics **Grades 11, 12** **5 credits**

U.S. Government and Politics is the study of the United States national government's policies, institutions, and foundations. Topics include, constitutional theories forming the basis of government, political beliefs and behaviors, political parties, interest groups, and the mass media, the Congress, presidency, bureaucracy, and Federal court system, public policy, and civil rights and civil liberties. This course gives students an analytical perspective on American government and politics that prepares them to take the AP U.S. Government and Politics exam. The course is a rigorous, intensive, and is taught with college-level texts. Students will be required to take the AP Exam in May.

NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

SS4400Z AP European History AP **Grades 11, 12** **5 credits**

Advanced Placement Modern European History is a full-year course focusing on European history from the Renaissance to the present. Coursework includes analysis of historical documents, essay writing, student-centered activities and simulations, and writing document-based questions. This course is designed to prepare students for the Advanced Placement Modern European History Exam by making demands upon them equivalent to that of an introductory college course. Highly motivated, independent learners who have a strong interest in European history should take this course. Students will be required to take the AP Exam in May.

NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

SS7000Z AP Psychology **Grades 11, 12** **5 credits**

Advanced Placement Psychology is a full-year course that is the equivalent to a one-semester introductory college course in psychology. This course will give students a better understanding of why people think and behave as they do. AP Psychology will introduce students to the discipline of psychology as a science, the different theoretical explanations of behavior, contemporary research methods used by psychologists, biological bases of behavior, personality, disorders and therapeutic processes, memory, thinking and learning,

developmental and social psychology. Students will be required to take the AP examination in May. **Note: this course may be taken by 11th grade students *in addition* to AP US History or US History II, but not instead of AP US History or US History II.**
NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.

SS7293Z The Economics of Personal Finance Grades 11, 12 2.5 credits
The world of personal finance can be overwhelming. From credit cards to mortgages and more, Personal Finance is here to explain the essential information you need to know to make financially smart decisions for the rest of your life. This Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning. By the end, you will feel more confident about making informed and reasoned financial choices with regard to your professional and personal lives. Your bank account will thank you later. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee of $336 for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See History Dept Head Denny Conklin). Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

SS7196Z Economic Ideas and Policy Grades 11, 12 2.5 credits
(AP weighting & Syracuse University dual enrollment)
Students will undertake an in depth study of micro and macro economics. In microeconomics students will analyze why people make choices, the market coordination that occurs due to individual choices, market issues that arise due to individual choice, and the potential need for government involvement in the economy. With this foundation in place, the students will examine macro economics, in which they will consider the potential options the government may use to intervene in the market. Finally the students will partake in a global study in which they learn the potential positives and negatives of free trade. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee of $336 for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See History Dept Head Denny Conklin). Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

SS7298Z American Law (Semester course) Grades 10, 11, 12 2.5 credits
This course examines criminal, civil, and constitutional law. Major emphasis is placed upon understanding one's legal rights and responsibilities both inside and outside of school. The specialized areas of criminal justice and the court system receive considerable attention and provide students with a general knowledge of their rights and civic duties. Debate, discussion and mock trials will be heavily utilized to examine current legal issues and important court cases. Topics include homicide, conflict resolution, search and seizure, race and gender discrimination, and property crimes.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SS7386Z American Popular Culture (Semester course) Grades 10, 11,12 2.5 credits
What does popular mean? How does someone or something become popular? Students in this course will examine these questions in the context of American culture. We are surrounded by popular culture and it influences how we think, feel, and live. Students will use a variety of cultural products, such as music, movies, television shows, sports, fashion trends, comic books, magazines, and social networks, to explore what has defined American popular culture over time and the role that popular culture plays in their lives today. Students will complete reviews on different types of media, projects, short essays and reflections, as well as research on

elements of pop culture.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7154Z Current Issues: America & the World Grades 11, 12 2.5 credits (Semester course)
Students will study important problems facing the global community and will conduct in-depth research and analysis of these topics. Half of the course will focus on domestic issues, such as, U.S. Gun Policy/Gun Control, National Politics, Criminal Justice Reform, Income/Wealth Inequality, among others. The other half of the course will be devoted to foreign issues, with primary focus being on U.S. regional foreign policy. Classroom activities will include class discussions, collaborative activities, individual projects, and Skype sessions with experts in key areas being studied. Assessments will take the form of writing assignments, which include formal papers and opinion pieces, as well as projects.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SS####Z Gender & Society (Semester course) Grades 11, 12 2.5 credits
This course will examine why gender equality is so important and yet so hard to achieve. The central aim is to foster critical reading and thinking about gender and the ways in which it is shaped by the interlocking systems of racism, sexism, ethnocentrism, heterosexism, ageism, ableism, colonialism and globalization; and how social movements have resisted these inequalities and worked to create new systems of change. We will scrutinize political, social and legal constructions of gender which continue to operate as though gender is binary, and explore a more inclusive approach which reflects a gender continuum within the context of entrenched power structures. Through understanding the construction of gender and its relationship with society, we will look for solutions to eradicate gender discrimination and gender-based violence.

SS7383Z History of Massachusetts (Semester course) Grades 10, 11, 12 2.5 credits
This course will explore the history of the state of Massachusetts starting with a history of the native tribes of Massachusetts pre-colonization and the development of English Colonies of Plymouth and Massachusetts Bay and their growth through the 17th and 18th Centuries. The course will explore Massachusetts' role during the American Revolution as well as the Constitution and Federal Periods. Next, students will study Massachusetts during the 19th Century with a focus on the rise of industrialization, immigration and the Massachusetts contributions during the Civil War. Concluding the course will be a study on the Commonwealth in the 20th and 21st Centuries with studies in the modernization of the state's economy focusing on the tech industry, the development of the state infrastructure, new patterns of immigration and Massachusetts' role in the United States as a whole.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7388Z History of the Middle East (Semester course) Grades 11, 12 2.5 credits
This course will discuss the developments in the Middle East from the early 20th century to the present. It will discuss the rise and retreat of Arab nationalism, the problems of internal cohesion of the Arab states, issues of religion and state, and the evolution of Islamist politics. It will also focus on the evolution of the Arab-Israeli conflict and its impact on the region and will conclude with an in depth analysis of the "Arab Spring" by placing these contemporary revolutionary events in their historical context.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7295Z Introduction to Economics (Semester Course) Grades 11, 12 2.5 credits
Students will engage in a study of basic micro and macro economic principles to enhance their understanding of capitalism to help them become strong citizens and make astute financial decisions. In particular, they will examine the powers of the Federal Reserve and federal government as well as scrutinize the economic theories employed by Democratic and the Republican parties. Then the students will create a business to enhance their understanding of microeconomic concepts. The class concludes with an examination of the role of the

consumer; here students learn personal finance life skills such as making a budget, learning wise shopping strategies, learning how to achieve a strong credit score, how to avoid credit card debt, and how to save for retirement.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7167Z Psychology & Human Behavior Grades 10, 11,12 2.5 credits (Semester course)
This class pulls together the most important and applicable concepts from the fields of psychology, neuroscience, behavioral economics, and evolutionary biology. Students will walk away with practical knowledge they can use in their own lives. In the past few decades, we have learned a huge amount about the human mind. So many vital things in life — the way we behave, the way we organize ourselves, our attitudes and beliefs, our ability to solve hard problems — are connected to it. The more we understand about these concepts, the more we can become authors of our own lives.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SS7280Z Race, Society, and Identity Grades 11, 12 2.5 credits
In this course students will critically analyze the construction of Race and the effects it has had on American society through a seminar style approach with hands on projects. The course starts with an understanding of the self, from which an understanding of modern racial context is then sought. Throughout the course of this class we will go over various case studies in order to shed light on the deeply rooted history of racial discrimination and violence in this country that continues to be prevalent today. Towards the end of the course our focus will shift towards learning contemporary theory around Race and empowering students to act against those issues in meaningful ways.
** Students have the option of earning Honors Credit through more challenging research and project work.*

SS7390Z Social History Through Sports Grades 10, 11, 12 2.5 credits (Semester course)
Students will be examine historical social issues such as race, gender, political unrest, war, and religion through the lens of sports. The course will utilize a case study approach to give students a detailed sense of the historical time period, the social issue, its relationship to a specific sport, and the legacy of the social issue/sport the continues through today. Possible topics include: breaking the color barrier (baseball), religious rights and war (boxing), racial bias & the judicial system (football), gender inequality (tennis), labor unions and strikes (baseball), and human rights (cricket and rugby). By the end of the course, students will see sports beyond fandom, competition, and athletic skill; rather they will understand how sports have functioned as both a reflection of social issues, but also a vehicle to move them forward.
** Students have the option of earning Honors Credit through more challenging research and project work.*

Mathematics

The course sequences in the chart below represent the traditional progression at each level. While students may take courses in any grade, they must follow the recommended sequence. For example, a student may take Algebra I as a senior or Calculus as a sophomore, depending upon preparation. However, **students must complete Algebra I, Geometry, and Algebra II, or their equivalent, before advancing to other math courses**. Note that the courses listed under "Electives" do not satisfy mathematics distribution graduation requirements.

Levels	Curriculum H or AP	Curriculum A	Curriculum B

Grade 9	MA1105Z Geometry - Cur. H	MA1215Z Algebra I - Cur. A MA2215Z Geometry - Cur. A	MA1210Z Pre-Algebra - Cur. B
Grade 10	MA2105Z Algebra II - Cur. H	MA2215Z Geometry - Cur. A MA3215Z Algebra II - Cur. A	
Grade 11	MA3105Z Pre-Calculus - Cur. H MA4100Z AP Statistics	MA3215Z Algebra II - Cur. A MA3110Z Pre-Calculus - Cur. A	MA3321Z Algebra II - Cur. B
Grade 12	MA4000Z AP Calculus AB MA4005Z AP Calculus BC MA4105Z Calculus - Cur. H MA4100Z AP Statistics	MA3110Z Pre-Calculus - Cur. A MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	MA3321Z Algebra II - Cur. B
Grade 11 & 12	MA5002Z Linear Algebra MA5003Z Introduction to Number Theory		

Pre-Algebra

MA1210Z Pre-Algebra - Curriculum B **Grades 9, 10, 11, 12** **5 credits**
Pre-Algebra Curriculum B focuses on four critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

All students will engage in mathematical practices such as reasoning abstractly and quantitatively, looking for and expressing regularity in repeated reasoning, and looking for and making use of structure.
Suggested Entry Criteria: Understand basic arithmetic.
Next Course: Algebra I Curriculum A

Algebra I

MA1215Z Algebra I - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
Algebra I Curriculum A is the first course in a four-year college preparatory sequence. This course addresses the

standards of the current state framework with major emphasis on the Algebra domain and the Functions domain. Students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students will also study powers and roots in accordance with standards from the Number and Quantity domain. Content areas including scatter plot, line of best fit, and basic counting principles connect to the Statistics and Probability domain. The Geometry domain is addressed in the work done in the coordinate plane.
Suggested Entry Criteria: Understand the concepts and skills of Math 8 or equivalent.
Next Course: Geometry Curriculum A or Geometry Curriculum H.

Geometry

MA1105Z Geometry - Curriculum H **Grades 9, 10** **5 credits**
Geometry Curriculum H is the first course in a four-year honors sequence. The students demonstrate higher order thinking skills in solving non-routine problems, and in discovering and writing inductive, deductive, indirect, and coordinate proofs. This accelerated course addresses the requirements of the current state framework, with major emphasis on the Geometry domain. Major content areas from this domain include the study of angles, polygons, polyhedrons, and circles, recognizing and applying properties of similarity and congruence, calculating measurements, and demonstrating and applying transformations. Students will also identify and apply trigonometric ratios and the Pythagorean theorem. The Statistics and Probability domain is addressed as students determine sample spaces using counting principles to find probability. Additionally, all students will participate in the year-long Math Fair project. The focus for Geometry students will be research skills and presentation skills.
Suggested Entry Criteria: Mastery of the concepts and skills of Algebra I.
Next course: Algebra II Curriculum H or Algebra II Curriculum A.

MA2215Z Geometry - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
Geometry Curriculum A is the second course in a four-year college preparatory sequence. This course addresses the requirements of the current state framework with major emphasis on the Geometry domain. In the content standards of this domain, students study a full geometry curriculum. Major content areas include the study of lines, angles, polygons, circles, and congruence and similarity relationships. Students apply area and volume formulas to solve problems as well as use inductive and deductive reasoning processes to justify conclusions. Students will also work in the coordinate plane with transformations, distance and midpoint formulas, and parallel and perpendicular lines. The Number and Quantity domain is addressed as students work with powers and roots and use estimation in problem solving. Students use sample spaces to find simple probabilities, which is consistent with the standards of the Statistics and Probability domain.
Suggested Entry Criteria: Successful completion of Algebra I.
Next course: Algebra II Curriculum H or Algebra II Curriculum A.

Algebra II

MA2105Z Algebra II - Curriculum H **Grades 10, 11, 12** **5 credits**
Algebra II Curriculum H is the second course in a four-year honors mathematics sequence. Students continue to demonstrate higher order thinking skills by applying concepts to challenging problems and ‘real-world’ problems. This honors course addresses the current state framework with emphasis on the Algebra domain and Functions domain. Consistent with the content standards of these domains, students expand their knowledge of functions to include exponential, logarithmic, trigonometric, and polynomial functions using discrete and recursive models. They will expand their knowledge of equation solving to include multiple methods of solving quadratics, linear systems in three variables, and linear programming problems. The Number and Quantity domain is addressed as students study complex numbers and finite graphs, extend the real number system to rational exponents, and study its structure and properties. Students work in the coordinate plane studying quadratic relationships as they address the standards of the Geometry domain. The standards in the Statistics and Probability domain are

addressed as students interpret data to find a model to fit the data. **A TI-83+or TI-84 graphing calculator or equivalent is required.** Additionally, all students will participate in the year-long Math Fair project. The focus for Algebra II students will be conjectures and proofs.
Suggested Entry Criteria: Mastery of the concepts and skills of Geometry.
Next course: Pre-Calculus Curriculum H, Pre-Calculus Curriculum A, Statistics Curriculum A, or AP Statistics.

MA3215Z Algebra II - Curriculum A **Grades 10, 11, 12** **5 credits**
Algebra II Curriculum A is the third course in a four-year college preparatory sequence that further develops and strengthens the concepts and skills of Algebra I and extends these concepts and skills into the traditional topics of Algebra II. The course is aligned with the current state framework and primarily focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, rational expressions, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem solving applications. Technology is integrated into the course to support problem solving. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Successful completion of Geometry.
Next Course: Pre-Calculus Curriculum H, Pre-Calculus Curriculum A, Statistics Curriculum A, or AP Statistics.

MA3321Z Algebra II - Curriculum B **Grades 10, 11, 12** **5 credits**
Algebra II Curriculum B is the third course in a four-year modified college preparatory sequence in Algebra that further develops and strengthens the concepts and skills of Algebra 1 and extends these concepts and skills into the traditional topics of Algebra 2. The course is aligned with the current state framework and focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, rational expressions, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem solving applications. Technology is integrated into the course to support problem solving. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Successful completion of Geometry.
Next Course: Pre-Calculus Curriculum A, Statistics Curriculum A, or Quantitative Reasoning Curriculum B.

Pre-Calculus

MA3105Z Pre-Calculus - Curriculum H **Grades 11, 12** **5 credits**
Pre-Calculus Curriculum H is the third course in a four-year honors mathematics sequence. It is a rigorous course focusing on mathematical relations and their graphs, inverses, and applications. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series and conics (and as time permits, combinations, permutations, probability and statistics.) The course is designed to emphasize theory and mathematical structure. Students will be invited to participate in the Competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams. Students will be prepared to take the SAT II, Math Level 2 College Board Achievement exam in June. **A TI-83+ or TI-84 graphing calculator or equivalent is required.** Additionally, all students will participate in the year-long Math Fair project. Students will have the freedom to choose their own area of exploration for the project.
Suggested Entry Criteria: Mastery of the concept and skills of Algebra II.
Next Course: AP Calculus BC, AP Calculus AB, Calculus Curriculum H, AP Statistics, or Statistics Curriculum A.

MA3110Z Pre-Calculus - Curriculum A **Grades 11, 12** **5 credits**
Pre-Calculus Curriculum A addresses the same topics as Pre-Calculus Curriculum H at a modified level of rigor. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series and conics. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**

Suggested Entry Criteria: Mastery of the concepts and skills of Algebra II.
Next Course: AP Calculus AB, Calculus Curriculum H, AP Statistics, Statistics Curriculum A.

Calculus

MA4005Z AP Calculus BC **Grade 12** **5 credits**

Calculus BC covers the BC syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. Calculus BC covers all of the topics in Calculus AB, as well additional material in differential equations, approximation using infinite series and a more advanced level of rigor. Calculus BC represents college-level mathematics for which most colleges grant advanced placement and/or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus BC is designed to allow students to receive credit for and placement beyond one full year of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (BC) exam. Students are required to take the Advanced Placement Exam at the BC level (cost approx. $100) in May. In addition, students will be invited to participate in the competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus Curriculum H.

MA4000Z AP Calculus AB **Grade 12** **5 credits**

Calculus AB covers the AB syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. The content topics of this course include limits, continuity, derivatives; graph characteristics of a function and its first and second derivative equations, applications of derivatives, anti-differentiation, integrals, applications of integrals, and the fundamental theorem of calculus. Calculus AB represents college-level mathematics for which most colleges grant advanced placement and/or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus AB is designed to allow students to receive credit for and placement beyond one semester of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (AB) exam. Students are required to take the Advanced Placement Exam at the AB level (cost approx. $100) in May. In addition, students will be invited to participate in the competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus.

MA4105Z Calculus - Curriculum H **Grade 12** **5 credits**

Calculus Curriculum H completes the advanced sequence with an emphasis on functions, their derivatives and antiderivatives. Students are introduced to the basic topics in calculus, including limits, simple derivatives, and their applications to functions and problem solving. Applications of the derivative and integral are introduced throughout the course. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus.

Statistics and Quantitative Reasoning.

MA4100Z AP Statistics **Grade 11, 12** **5 credits**

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

The content of AP Statistics is designed to allow students to receive credit for and placement beyond one semester of introductory statistics at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Statistics exam. Students are required to take the Advanced Placement Exam in Statistics (cost approx. $100) in May. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: The successful completion of Algebra II Curriculum A, at a minimum.

MA4125Z Statistics - Curriculum A **Grade 11, 12** **5 credits**
Statistics A is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The level of rigor is reduced from that of the AP Statistics course. Students are exposed to three themes:

- Exploring Data: Describing patterns and departures from patterns
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.
Suggested Entry Criteria: The successful completion of Algebra II Curriculum A.

MA4315Z Quantitative Reasoning - Curriculum A **Grade 11, 12** **5 credits**
Quantitative Reasoning B is a modified mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes probability, statistics and financial applications, and it prepares students to use algebra, geometry, recursively defined functions, and discrete mathematics to model a range of situations and solve problems. **The TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Understand the concepts and skills of Algebra II.

Math Electives Beyond Algebra II

MA5002Z Linear Algebra - Curriculum H **Grades 11 and 12** **2.5 credits**
Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is a basic tool of many mathematical procedures used for solving problems in science and engineering. In this class we will concentrate on the mathematical theory and methods of linear algebra. The student will become competent in solving linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors. On the theoretical side, the student will come to understand a matrix as a linear transformations relative to a basis of a vector space.
Suggested Entry Criteria: Algebra II or equivalent

MA5003Z Introduction to Number Theory - Curriculum H **Grades 11 and 12** **2.5 credits**
This is an introductory course in Number Theory for students interested in mathematics. The course begins with the basic notions of integers and sequences, divisibility, and mathematical induction. It also covers standard topics such as Prime Numbers; the Fundamental Theorem of Arithmetic; Euclidean Algorithm; the Diophantine Equations; Congruence Equations and their Applications (e.g. Fermat's Little Theorem); Multiplicative Functions (e.g. Euler's Phi Function); Application to Encryption and Decryption of Text.
Suggested Entry Criteria: Algebra II or equivalent

Project-Based Electives

Computer Science	**Electives**

	Full-Year Courses MA7414Z Honors Computer Science Principles (Grades 9-12) MA7415 AP Computer Science Principles (Grades 10-12) MA7411Z AP Computer Science A (Grades 10-12) MA7419Z Computer Science Discoveries - Cur. A (Grades 9-12) **Semester Courses** MA7420Z Video Game Development - Honors (Grades 10-12) MA7421Z Advanced Robotics - Honors (Grades 10-12) MA7424Z Artificial Intelligence (A.I.) with Python - Honors (Grades 10-12) **Offered again during 2021-2022 School Year** MA7518Z JavaScript and Web Development - Honors (Grades 10-12) **Offered again during 2021-2022 School Year** IN9915Z Independent Study in Computer Science	
Computer Aided Drafting and Design (C.A.D.D.)	C.A.D.D. is offered as a heterogeneous course. Students have the option of earning honors credit through more challenging research and project work. Students who are interested in earning honors credit will inform the teacher in September.	**Full-Year Course** MA7287Z C.A.D.D. 1 **Semester Courses** MA7274Z C.A.D.D. 2.1 MA7276Z C.A.D.D. 2.2 MA7279Z C.A.D.D. 3.1 MA7281Z C.A.D.D. 3.2 MA7283Z C.A.D.D. 4.1 MA7285Z C.A.D.D. 4.2 MA7246Z Intro to 3D Printing

The following electives are offered within the Mathematics Department. While offered as listings in the Mathematics Department, taking these electives does not satisfy mathematics distribution graduation requirements.

Computer Aided Drafting and Design (C.A.D.D.)

MA7251Z C.A.D.D. 1	**Grades 9-12**	**5 credits**
MA7262Z C.A.D.D. 2.1	**Grades 10-12**	**2.5 credits**
MA7268Z C.A.D.D. 2.2	**Grades 10-12**	**2.5 credits**

MA7263Z C.A.D.D. 3.1 Grades 11-12 2.5 credits
MA7269Z C.A.D.D. 3.2 Grades 11-12 2.5 credits

MA7264Z C.A.D.D. 4.1 Grade 12 2.5 credits
MA7270Z C.A.D.D. 4.2 Grade 12 2.5 credits

C.A.D.D. is being offered as an elective within the Mathematics Department for all students, grades 9–12. C.A.D.D. will be offered at either the Curriculum A or Honors level. Students must declare the level of their course by the designated deadline. Some colleges, such as Middlesex Community College, may accept the class for college credit

C.A.D.D. is offered as a full year course only in C.A.D.D. 1. In subsequent years, C.A.D.D. will be offered as a semester course that should be enrolled in a sequential order. For example, C.A.D.D. 2.2 will be a prerequisite to C.A.D.D. 3.1
This course will offer students an opportunity to explore the world of architectural, civil, mechanical, Industrial and drafting and design. The students will use the following software: AutoCAD Suite, SolidWorks, Home Designer Architectural, Sketch-Up A, PowerPoint, PhotoShop, Sketchpad, Excel, Access, as well as other applications in order to develop a solid background in engineering drawing, C.A.D.D. technology, and architectural, civil, mechanical and Industrial design. The students will also use the following hardware: MakerBot 3D printer for printing 3 dimensional objects and HP Plotter for large drawings and color printer. This course is recommended for students interested in pursuing a career in civil or mechanical engineering, drafting technology, or architectural design. This is a class that can go in many different directions -all depending on the choice of the student with guidance from the instructor. While C.A.D.D. is focused around digital drafting and design aspects (i.e., visual or creative projects involving a computer), there are also many additional features as well. In project-based curriculum, students work in an area of their own interest, generating works of their own inspiration. Within the class the flexibility exists to assign projects ranging in difficulty on the student's ambition and ability. Whether simply designing the blueprints of a house, modifying a preexisting plan, or creating a digitally enhanced pamphlet, students are the designers and researchers of their project. As students advance through the year, they learn how to take on greater challenges, including real jobs. Overall, C.A.D.D. is a great class for anyone. Students work hands-on creating computer-oriented projects that generate final products sparked by their own interests.

Computer Science

MA7419Z Computer Science Discoveries - Curriculum A Grades 9-12 5 credits
What is computer science? Computer Science Discoveries (CS Discoveries) is an introductory semester-long computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.
Suggested Entry Criteria: There are no prerequisites for this course.

MA7410Z AP Computer Science A Grades 10-12 5 credits
The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. The goals of the AP Computer Science A course is comparable to those in the introductory course for computer science majors offered in college and university computer science departments.
Suggested Entry Criteria: Successful completion of Computer Science Principles.

MA7414Z Honors Computer Science Principles **Grades 9-12** **5 credits**
Honors Computer Science Principles provides students the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact that these have on science, business, and society. And finally, students will use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students that either complete Computer Science Discoveries or equivalent.

MA7415Z AP Computer Science Principles **Grades 10-12** **5 credits**
AP Computer Science Principles provides students the opportunity to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact that these have on science, business, and society. And finally, students will use computational tools and techniques including abstraction, modeling, and simulation to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students that either complete Computer Science Discoveries or equivalent.

IN9915Z Independent Study in Computer Science **Grade 12** **2.5 credits**
This course focuses on applying advanced concepts learned during the AP course to fun and interesting student driven projects. With a broad range of potential projects from websites, apps, and games, to simulations and robotics, students will be able to pursue aspects of Computer Science that they find most interesting. The students will have the opportunity to work with other teachers and community members to help discover the needs and goals of software that can be used in the broader community.
Suggested Entry Criteria: Successful completion of AP Computer Science A.

MA7424Z Artificial Intelligence with Python - Honors **Grades 10-12** **2.5 credits**
This course will be offered again during 2021-2022 school year.
Learn one of the computer languages voted most fun to learn and use. It's also one of the languages that many college computer science departments are using in their introductory course. We will learn the basics of this scripting language, explore artificial intelligence and have time to explore other high level concepts as driven by student projects. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7518Z JavaScript and Web Development - Honors **Grades 10-12** **2.5 credits**
This course will be offered again during 2021-2022 school year.
Learn to make websites come alive with interactive components. This course will focus on individual students creating interactive websites. Create your own in-browser games, simulations and informational websites. The course will introduce the students to a broad range of computer science topics including: html, css, and JavaScript. We will develop full websites and JavaScript enabled elements within them. Class is designed to let students combine their interests in computer science and other endeavors to create projects that expand both. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7420Z Video Game Development - Honors **Grades 10-12** **2.5 credits**
Learn to program and have fun doing it. We will use the Java programming language to develop video games and simulations. This course will feature a number of independent projects and is appropriate for students just starting to learn how to program and for students who already have experience and want to hone their skills on projects of

their choice. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7421Z Advanced Robotics - Honors **Grades 10-12** **2.5 credits**
Build your own robots! Program them to do creative and useful tasks! We will be using Lego EV3 kits and extending them with the Python programming language to develop advanced solutions for robotic tasks. This class goes beyond the standard Lego development environment to really delve into what robots can do for us and how to get them to do it with a modern and growing computer language. This course is designed for students who have no previous programming experience to advanced students who have programmed robots and want to advance their knowledge of computer science through independent projects. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

Performing Arts

The Performing Arts program at Arlington High School provides a variety of high quality music and drama courses in which students will build a foundation for life-long contribution to the cultural enlightenment of the community. Through the performing arts, students express ideas and emotions that they cannot express in language alone and develop an understanding of the historical and cultural contexts of the arts. Students are encouraged to pursue sequential studies in the performing arts in order to create, perform, and respond to art. All full-year Performing Arts classes fulfill the Fine Arts graduation requirement.

PERFORMING ARTS - Full year courses

Levels	Curriculum H	Curriculum A or Heterogeneous
Grades 9	PA7105Z Honors Symphonic Band PA7110Z Honors String Orchestra* PA7125Z Madrigal Singers* PA7220Z Jazz Band*	PA7227Z Concert Choir PA7230 Concert Choir (2x week) PA1250Z Drama I PA8200Z Intro to Music Technology (year long) PA7205Z Symphonic Band PA7210Z String Orchestra
Grades 10-12	PA7105Z Honors Symphonic Band PA7110Z Honors String Orchestra* PA7125Z Madrigal Singers* PA7220Z Jazz Band*	PA7205Z Symphonic Band PA7210Z String Orchestra PA8200Z Intro to Music Technology (year long) PA9237Z Contemporary Music Ensemble (semester) PA7241Z Music Improvisation (semester) PA7242Z Music Theory (semester-heterogenous) PA9302Z Piano Lab (semester-heterogeneous) PA4151Z Musical Theatre Performance (semester) PA0003Z Songwriting and Production(semester)

		PA0004Z Music and Sound for Film (semester) PA0005Z Mixing and Mastering Music (semester) PA0006Z Sound and Design Electronic Music (semester) PA0007Z Digital Music Portfolio I (semester) PA0008Z Digital Music Portfolio II (semester) PA7225Z Chorale PA7225 Chorale (2x week) PA4151Z Musical Theatre Performance (semester) PA4141Z Classic American Film (semester) PA4142Z Modern American Film (semester)
Grade 10	PA2249Z Honors Drama II	
Grade 11	PA3150Z Honors Drama III	
Grade 12	PA4150Z Honors Drama IV	

*Students must try out for this course. See Performing Arts Director for details

PA1250Z Drama I - Curriculum A **Grade 9** **5 credits**
Drama 1 is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction will be studied during the second term. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

PA2249Z Honors Drama II - Curriculum H **Grade 10** **5 credits**
Students will study advanced acting techniques, explore plays and films, create theatre in a variety of genres, periods, and styles and view the playwright as artist. Students will explore an introduction to directing and playmaking. Classes will encounter various aspects of the technical theatre crafts and present their own theatre creations for classroom and public performance.

PA3150Z Honors Drama III - Curriculum H **Grade 11** **5 credits**
PA4150Z Honors Drama IV - Curriculum H **Grade 12** **5 credits**
Honors Drama is a deeper exploration of the Massachusetts Theatre Frameworks presented in Drama 1 and Advanced Drama. Scene work in pairs and as individuals will continue as will written analysis of plays and acting. The role of the director as interpreter will be explored. The texts chosen will reflect the rigor of this upper level class. Theatre history and the role of the playwright in society will continue. Non-Western artists will be studied, as will alternative acting methods and theories, such as those of Anne Bogart. Self-scripted works based on contemporary themes will be explored in presented in public performances. .

PA4141Z Classic American Film **Grades 10-12** **2.5 credits**
This course is an introduction to film history covering the period 1915-1940s. Students will study how film reflects the major artistic and cultural developments in motion picture history of this era. Topics will include the invention of motion pictures, the establishment of a film industry and the studio system, and developments in the use of cinematic technique. Films explored will include *Modern Times*, *Citizen Kane*, and *Casablanca* (among others). In

addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA4142Z Modern American Film **Grades 10-12** **2.5 credits**
This course is an introduction to film history covering the period 1940s-1990s. Students will study how film reflects the major artistic and cultural developments in motion picture history. Topics will include the idea of film as art, the development of a particularly American acting style. The historical and political movements that produce specific works of art will be explored. Films explored will be *Rear Window*, *On the Waterfront* and *The Graduate* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one semester class that fulfills 1/2 the credits of the fine arts requirement for graduation. (Classic American Film is **NOT** a prerequisite for this course.)

PA4151Z Musical Theatre Performance **Grades 9, 10, 11, 12** **2.5 credits**
This class explores individual and group performances of musical theatre. Through discussions and exercises highlighting healthy vocal and acting techniques, students will experience the rich diversity of various creators of musical theatre. Students will understand the history of the art form and the context of the creation and development of this uniquely American genre. This is a performance based class, students will be singing solo and in groups.

PA7210Z String Orchestra - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
In this course, students will develop instrumental and ensemble skills through such standards as: performing with expression and technical accuracy, exploring a large repertoire of ensemble literature representing various genres and historical periods and acquiring the knowledge of the technical vocabulary of music. Pianists may elect this course only by permission of instructor.

PA7110Z Honors String Orchestra - Curriculum H **Grades 9, 10, 11, 12** **5 credits**
In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo.* The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts.
Required Entry Criteria: Audition

PA7105Z Honors Symphonic Band - Curriculum H **Grades 9, 10, 11, 12** **5 credits**
PA7205Z Symphonic Band - Curriculum A
This Symphonic Band course is open to all instrumentalists. Students will explore various musical styles and historical periods by playing with expression, playing with technical accuracy, and demonstrating well-developed ensemble skills. Pianists may elect this course only by permission of instructor. Students wishing to take this course at Honors level (PA7105Z) must qualify by audition, perform a selection approved by the instructor at the end of each marking period, and study privately.

PA7220Z Jazz Band - Curriculum A **Grades 9, 10, 11, 12** **2.5 credits**
The Jazz Band course is open to all qualified instrumentalists. Students will explore various musical styles from early Jazz to Latin and fusion through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Students will also be encouraged to improvise in different styles. All Students electing this course must be members of the Symphonic Band, String Orchestra, or Mixed

Chorus. **Required Entry Criteria: Audition**

PA9237Z Contemporary Music Ensemble **Grades 9, 10, 11, 12** **2.5 credits**
Explore contemporary music performance through mixed ensembles rehearsal. Includes a historic overview of contemporary music styles and performance technique culminating in live performances within the school community. Rehearse and record in our music studio. Students must bring their own instrument to class daily. (Drum set will be provided). Rhythm guitar, bass guitar, keyboard players and percussionists are welcome.

PA7227Z Concert Choir - Curriculum A **Grade 9** **5 credits**
This choir is open to anyone in grade 9. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts at the high school auditorium, Town Hall and in community events and/or festivals when able. The students will sing daily, practice these musical techniques, learn to sight read, learn foundational theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

PA7230 Concert Choir (2x week): For an option that meets twice a week opposite your PE course, please use the course

PA7225Z Chorale - Curriculum A **Grades 10, 11, 12** **5 credits**
This choir is open to anyone in grades 10-12 with no audition requirements. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts. The students sing daily to give practice to these techniques, learn to sight read, learn basic theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

PA72231 Chorale (2x week): For an option that meets twice a week opposite your PE course, please use the course.

PA7125Z Madrigal Singers - Curriculum H **Grades 9, 10, 11, 12** **5 credits**
This is an honors class, an auditioned choir that further applies the principles and techniques learned in Chorale. *Students in grades 10-12 accepted in Madrigal Singers are required to be enrolled in Chorale concurrently; students in grade 9 are required to enroll in Concert Choir.* This class meets every day at 7:00am. This choir performs in many concerts and when there are choir tours available, will be given the opportunity to participate. They sing more challenging repertoire and are held to a higher standard of performance and musicianship. Attendance at all performances is a requirement of this course. **Required Entry Criteria: Audition; concurrent enrollment in Chorale (students in grades 10-12); concurrent enrollment in Concert Choir (students in grade 9)**

PA7241Z Music Improvisation - Curriculum A **Grades 9, 10, 11, 12** **2.5 credits**
Music improvisation is the ultimate in musical creativity that combines performance, personal expression, communication of emotions, as well as spontaneous response to other musicians. Musical improvisation has been a core expressive musical element in almost every culture around the world and in the work of almost every composer and performer past and present. In this course, we explore the function of improvisation within an ensemble setting. With emphasis on proper vocal and instrumental technique, we experience how harmony works and cover basic Jazz history as an evolving American art form that crosses every musical style. Students will work to prepare recitals to showcase the improvisation techniques they've learned over the course of the semester. Attendance at performances is a requirement of this course. No Prerequisite

PA7242Z Music Theory - Heterogeneous **Grades 9, 10, 11, 12** **2.5 credits**
In this course, students with experience in music can expand and deepen their knowledge and practice. Students come away with a working knowledge of the essentials of scale, chord and harmonic structures, and a general

history of the writing of music. We also spend time on sight singing and melodic and rhythmic dictation, essential ear training techniques. Students have the opportunity to compose and arrange their own music. Students who elect this course for honors level credit are required to complete additional coursework. No prerequisite.

PA9302Z Piano Lab - Heterogeneous **Grade 9, 10, 11, 12** **2.5 credits**
Learn to play your favorite songs on piano! This course is designed for students with little (one year or less) or no experience with piano. The focus of the course is learning piano technique and performing basic-level music. Ability to read music not required-we'll teach you! Open to students in grades 9-12. Students who elect this course for honors level credit are required to complete additional coursework. No prerequisite.

MUSIC TECHNOLOGY

Teaching music through technology is one of the fastest growing areas of music education. Students use technology in many aspects of their lives and this program will provide them with the tools to create music and further support our mission of creating lifelong music makers.

Music Technology reaches a broad group of students and gives them the opportunity to create, change, and form sound in new ways. Working in the lab is a perfect example of differentiated instruction: students will be able to save their assignments in an electronic portfolio that may be included later in a college application. Each Music Technology class meets the Fine Arts graduation requirement and meets all of the national standards of music. Classes are limited to 20 students. Students who elect Music Technology courses for honors level credit must complete additional coursework.

Semester courses in Music Technology can be taken in any order and each can be a focus track for Junior and Senior Digital Music Portfolio - especially helpful for those who will major or minor in music production at the college level or seek business internships. ***PREREQUISITE:*** *Intro to Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*

Please note that Introduction to Music Technology is a full year class, while the subsequent classes are all taught in a semesterised format.

PA8200Z Introduction to Music Technology **Grades 9, 10, 11, 12** **5 credits**
- Heterogeneous
This course is <u>required</u> before a student may take any other in music technology. Students will be introduced to the study of music technology, the equipment, and to the programs offered in our lab (including Band-in-a-Box, Aurelia Ear Training, Sibelius Notation software, and Music Theory tools). Instrument and equipment care will be included. Students will complete 'mini' projects in each of the programs.

PA9004Z Music and Sound for Film - Heterogeneous **Grades 10-12** **2.5 credits**
Learn the craft and history of great music and sound in Cinema. Apply your learning in creative projects, practicing the art of film scoring, Projects focus on creating the music and soundscapes that bring films to life including environmental sounds or "Foley" and sound effects.
Culminating projects will be created in association with ACMI, presented for the community.

PA0003Z Songwriting and Production - Heterogeneous **Grades 10-12** **2.5 credits**
The craft and business of songwriting as a semester course. In this course, students learn to create demos of their songs using a combination of recorded audio and synthesized/sampled textures in order to fit their needs. They use virtual instruments; learn to mix multiple audio sources; create semi-professional level mixes that incorporate groups, effects and effect chains; and more. Students create a personal workflow for composition,

demo production and artist management.

PA9005Z Mixing and Mastering - Heterogeneous Grades 10-12 2.5 credits
Project centered course with a focus on using digital processing to improve and restore recordings to their full potential. Learn how EQ, compression, filters and delay effects work together in music and sound production. Mix and master your own songs or the songs of others recorded in our music studio. Before/after projects in your portfolio will demonstrate practical results of what you have learned.

PA9006Z Sound Design, Synthesis and Electronic Music Programming Grades 10-12 2.5 credits Heterogenous
Project centered course for the electronic musician or sound designer. The course will focus on creating customized sound pallets, with various software synthesizers. Students engage in learning the fundamentals of synthesis, while using and even creating your own music "plugins".

PA9007Z Digital Music Portfolio I - Heterogeneous Grades 11, 12 only 2.5 credits
For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA9008Z Digital Music Portfolio II - Heterogeneous Grade 12 only 2.5 credits
For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

Wellness

The program of Wellness at Arlington High School is a sequence that aligns with many components of the Health Frameworks of the Massachusetts Department of Education and National Standards. Content is drawn from Physical Health, Social and Emotional Health, Safety and Prevention, and Personal and Community Health Strands of the Framework. All students are scheduled to take Health through their Wellness classes. A parent may request to have their child exempt from classes related to sexuality. Such requests shall be made in writing to the principal.

There is a 4 year Physical Education Graduation Requirement

- **Grades 9:** Students are required to take the 9th Grade Program.
- **Grades 10:** Students are required to take two different quarter electives (preferably in the same semester). Students are not allowed to take electives marked for Grade 11 and 12 only.
- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entrail taking two quarter electives during your junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 electives.
- **There is a 4 absence allowance for all Quarter Elective classes. If a student surpasses the 4 absence allowance they must enroll in another elective to earn PE Graduation requirement credit. Students may not add a quarter elective after the second class in quarter 1 and the first class in**

quarters 2, 3 and 4.

Levels	Courses
Grade 9	PE1610Z 9th Grade Program
Grades 10, 11 & 12 Electives **Grades 11+12 (see below as well)**	PE7661Z Personal Fitness (2.5 credits) PE7705Z Team Sports (2.5 credits) PE7025Z Yoga (2.5 credits) PE7006Z Walking (2.5 credits) PE7700Z Advanced CPR & First Aid (2.5 credits) PE5655Z Adaptive Physical Education Leader (2.5 credits) PE7021Z Nutrition (2.5 credits) PE7007Z Biking (2.5 credits) PE7026Z Relaxation (2.5 credits) PE7804Z Indoor/Outdoor Rock Climbing (2.5 credits) PE7020Z Recreational Sports (2.5 credits) PE7660Z Wilderness First Aid (2.5 credits) PE7918Z Basic Physical Self Defense (for students who identify as female) (2.5 credits) PE7919Z Basic Physical Self Defense (for students who identify as male) (2.5 credits) PE####Z AM Personal Fitness (2.5 credits) PE####Z AM Recreational Sports (2.5 credits) PE####Z Drugs and the Body (2.5 credits)
Grades 11 & 12	PE7914Z Backpacking & Camping (Grade 11 and 12 only) (2.5 credits) PE7659Z Survival and Wilderness Camping (Grade 11 and 12 only) (2.5 credits) PE7686Z Physical Education Leader (Fall Semester, 2.5 credits) PE7916Z Athletic Training (2.5 credits) PE7918Z Basic Physical Self Defense (for female) (2.5 credits) PE7919Z Basic Physical Self Defense (for male)(2.5 credits) PE7688Z Physical Education Leader (Spring Semester, 2.5 credits)
Grade 12 only	PE3725Z Personal PE Contract (Semester 1 or 2)

PE1610Z Ninth Grade Wellness **Grade 9** **2.5 credits**
This introductory course includes regular physical activity with a core of adventure programming and cooperative games, introduction to fitness, and lifetime and team sports. Students examine motor skill development, fitness,

and personal and social competency. In Life issues, students address substance addictions, dating issues, sexuality, media influence, personal wellness, and take a CPR course.

Electives

PE3725Z Personal PE Contract (Semester 1 or 2) Grade 12 only 2.5 credits
Personal PE Contract is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extracurricular, supervised, physical activity. The minimal requirement for fulfilling the contract is 30 hours of Physical Activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take the PE Contract they must demonstrate a need for the course by taking a full schedule of classes and get instructor consent.

PE7661Z Personal Fitness Grades 10, 11, 12 2.5 credits
This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE7####Z A.M. Personal Fitness Grades 10, 11, 12 2.5 credits
This course will meet from 7:30am-8:20am. This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE7686Z Physical Education Leader (Fall Semester) Grades 11,12 only 2.5 credits
PE7688Z Physical Education Leader (Spring Semester) Grades 11,12 only 2.5 credits
This course is designed for the student who has been successful in the freshman/sophomore physical education program. They have demonstrated effective leadership and cooperative skills. The student gets the opportunity to assist in the freshman physical education class.

PE7914Z Backpacking & Camping Grades 11, 12 only 2.5 credits
This is a one Quarter PE elective designed to teach students the skills needed to plan and participate in backpacking trips. Students will learn skills such as map reading, meal planning, fire lighting, and basic first aid, among others needed for successful low impact backpacking. The course will culminate with a 3 day 2 night backpacking trip that is required for successful completion of the course. Course size is limited to no more than 13 students. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7705Z Team Sports Grades 10, 11, 12 2.5 credits
Students will choose and participate in team activities ranging from football, basketball, soccer, and other team sports. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7659Z Survival and Wilderness Camping Grades 11, 12 only 2.5 credits
This course offers students the opportunity to experience adventure in the outdoors. Through hands on experience, students learn wilderness survival skills such as orienteering, shelter building, fire making, water purification, and other skills to make them more comfortable and capable in a remote forested environment. These skills are put to the test when the students participate in a required four day solo winter camping experience. Course size is limited to no more than 14 students.

PE7700Z Advanced CPR & First Aid **Grades 10, 11, 12** **2.5 credits**
Through a combination of classroom lecture and hands on practice, this course is designed to teach the basic skills necessary to competently and effectively respond to a variety of crisis situations. Students will learn how to assist individuals with various traumatic injuries and sudden medical emergencies. Through the course, students will learn the recognized skills to receive a certification in BLS CPR and First Aid.

PE7006Z Walking **Grades 10, 11,12** **2.5 credits**
This course offers students the opportunity to walk for exercise and learn various ways to map routes and to learn the benefits of walking as a lifelong fitness activity. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7025Z Yoga **Grades 10, 11, 12** **2.5 credits**
Students will learn and engage in Yoga exercises, and design their own Yoga routines.

PE5655Z Adaptive PE Leader **Grades 10, 11, 12** **2.5 credits**
This elective is designed to work closely with students with special needs. Similar to the Best Buddies Club, students in this elective will be paired up with a special needs student in the LABBB program to provide adapted physical education activities. Students that take this elective will plan a variety of physical activities that can be taught to the students in the LABBB program.

PE7021Z Nutrition **Grades 10, 11, 12** **2.5 credits**
This course is designed to focus on healthy foods and lifestyle choices. The goal is to enhance student awareness in regards to personal food choices and physical activity. Topics will include general nutrition knowledge, daily caloric needs, healthy foods and recipes, healthy weight management, creating healthy meals, etc.

PE7007Z Biking **Grade 10, 11 ,12** **2.5 credits**
This course will include topics such as bicycle safety, road bicycling safety, and bicycle maintenance. Students will learn skills such as use of proper equipment, changing a flat tire, fixing a disassembled chain, rules to the road, bicycle operation, and cycling for fitness. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7026Z Relaxation **Grade 10, 11, 12** **2.5 credits**
This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7804Z Indoor/Outdoor Rock Climbing **Grades 10, 11, 12** **2.5 credits**
This course offers students the opportunity to participate in a series of high impact challenges on our indoor and outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascent high climbing elements, rock faces, climbing walls, and other various high challenge activities. A focus of the course will be on personal challenge as well as on safety and support of others. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7020Z Recreational Sports **Grade 10, 11, 12** **2.5 credits**
Students in this course will participate in activities that are more individually based such as badminton, table tennis, tennis, etc. and activities that are team based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE####Z A.M. Recreational Sports **Grade 10, 11, 12** **2.5 credits**
This course will meet from 7:30am-8:20am. Students in this course will participate in activities that are more

individually based such as badminton, table tennis, tennis, etc. and activities that are team based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7660Z Wilderness First Aid **Grades 10, 11, 12** **2.5 credits**
This course designed for students who are interested in working as seasonal outdoor staff, summer camp staff and those involved in recreational wilderness trips. Class time will involve hands-on skill practice, discussions and reading assignments. Students will be expected to demonstrate their proficiency and knowledge of the course materials through practical and written assessments. Course topics include: Patient Assessment System; Critical Body Systems; Fractures, Stable Injuries; Splinting; Hypothermia; Hyperthermia and Heat Illness; Near Drowning; Lightning Injuries; Wounds and Burns; Anaphylaxis; Lifting, Moving Extrication; Patient Carries; Backcountry Medicine.

PE7916Z Athletic Training **Grades 11, 12** **2.5 credits**
This course provides high school students with a general overview of athletic training and sports medicine. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. This course is led by a certified and licensed Athletic Trainer.

PE7918Z Basic Physical Self Defense (for Female) **Grades 11,12** **2.5 credits**
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as female . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques suitable for females.

PE7919Z Basic Physical Self Defense (for Men) **Grades 11,12** **2.5 credits**
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as male . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques suitable for males.

PE####Z Drugs and the Body **Grades 10, 11 and 12** **2.5 credits**
This course will dive deeper into the effects of drugs, both legal and illegal, and how they affect the body. The course will build off of the Grade 9 curriculum and offer a more in-depth look at their effects on the human body, behavior, psychology, and experience.

SCIENCE

The goal of the science department at AHS is to support all students in attaining content knowledge and complex reasoning skills necessary to understand the core areas of science as well as to become a scientifically informed citizen through hands-on laboratory experiences. We also strive to foster science-specific literacy in the reading, writing, and mathematics necessary for career and college readiness. Taking more than one science course during a given year (10–12) is possible with departmental approval. A four year science sequence can be generated from the table below. All science courses include laboratory experiences.

- Since our science curriculum often involves application, spiraling and cross cutting of concepts, pre/co-requisites are highlighted in the program of studies for science progression.
 - **9th grade students** must take a Physical Science as a precursor to the level of science knowledge expected at the high school, but more importantly for the laboratory skills acquisition necessary for higher level coursework.
 - Students take the Introductory Physics Massachusetts Comprehensive Assessment

System (MCAS) science test near the end of the 9th grade. Passing a science MCAS is required to meet state and local graduation requirements.^

- **10th grade students** take an Introductory Biology Course.
- **11th and 12th grade students** are encouraged to explore areas of interest in the realm of science, and offer a variety of rigorous courses at appropriate levels. All students must take at least 3 years (15 credits) of science.

- All college bound students should plan to take both Chemistry and Physics courses. These are core sciences, along with Biology, and expected by most competitive colleges. These courses are offered at various levels. There is a significant difference between the levels in these classes and can be taken on the academic, honors, and AP levels of rigor. Some of the differences are found in the content depth, pace, common assessments, pre-requisites, amount of time they require outside of class, expectations of independence in laboratory experiences, and differences in the course text.
 - We encourage any student who has an interest in an intended area of study to visit a college website and to obtain the academic plan. They will find in all STEM related or medical science research based career choices, these core science classes are highlighted.

^If a student does not pass the Introductory Physics MCAS after grade 9, but has passed the Physical Science course, they will move on to Biology and then take the Biology MCAS.

Science Course Offerings

Grade 9 Required	Grade 10 Required with a choice of	Grade 11 Required with a choice of	Grade 12 Choice of
Honors Physical Science Physical Science	Honors Biology Biology	Honors Chemistry Chemistry Applied Chemistry Physics AP Biology AP Physics 1 AP Physics 2 AP Physics C (Mechanics) Science Electives*	Honors Chemistry Chemistry Applied Chemistry Physics AP Biology AP Chemistry AP Environmental Science AP Physics 1 AP Physics 2 AP Physics C (Mechanics) Science Electives*

***** Astronomy and oceanography are ½ year courses. Science elective courses are available as heterogeneous courses at the H or A level. Additional requirements are assigned for H level. Students declare H or A in September.

Physical Science Course Offerings

SC1105Z Physical Science Honors **Grade 9** **5 credits**
This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. The course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem solving, laboratory investigations, and STEM projects, students will apply physical laws in order to become aware of the strong relationship between science and technology and between the process and content of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. Students will be prepared to successfully complete the Introductory Physics MCAS test. **Suggested Entry Criteria:** Completed Algebra and teacher recommendation.

SC1115Z Physical Science - Curriculum A **Grade 9** **5 credits**
This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities. Students will be prepared to successfully complete the Introductory Physics MCAS test.

Biology Course Offerings

SC2106Z Honors Biology - Curriculum H **Grade 10** **5 credits**
Students in Honors Biology encounter the principles of biology through advanced readings, scientific inquiry and laboratory investigation. This course emphasizes the molecular aspects of life through the study of: biochemistry, cellular structure, function and replication, energy transfer in living systems, genetics and reproduction. The course includes significant study of evolution, scientific and technical literacy, as well as human and systemic applications. This laboratory, reading, and writing intensive course expects significant independence on the part of the student so that more class time can be devoted to in-depth discussion. Students should be willing to take responsibility for learning and appreciate their role as members of a learning community. The topics studied in Honors Biology are consistent with the Massachusetts Science and Technology Frameworks life science strand. Preparation for the Biology SAT II test will require independent study of some topics.
Suggested Entry Criteria: "B" or better in Honors level Physical Science or an "A" in A level Physical Science and science teacher recommendation.

SC2111Z Biology - Curriculum A **Grade 10** **5 credits**
This course emphasizes the molecular, cellular, organismal and ecological aspects of the living world. Special emphasis is placed on characteristics or organisms, evolution of life, principles of heredity, molecular genetics, and the dynamics of ecosystems. Students complete approximately twenty laboratory exercises some of which required formal lab reports. Reading and writing assignments will include articles from science journals and magazines, and students will research and do a project on a topic in modern biology each quarter.

Chemistry Course Offerings

SC3106Z Honors Chemistry - Curriculum H **Grades 11, 12** **5 credits**
This course is designed for students with a strong interest in science and who demonstrate a high level of mathematical competency. The course covers, in detail, a broad range of topics and is thus geared toward the highly motivated student who can manage the pace and academic rigor of the course. Honors Chemistry is a laboratory and writing intensive course. Students who take this course will need to study several other topics to be completely prepared for the SAT II subject test in chemistry.
Suggested Entry Criteria: Completed Algebra 2

SC3111Z Chemistry - Curriculum A **Grades 11, 12** **5 credits**
This chemistry course offers students a rigorous course in modern chemistry, but at a more moderate pace than Honors Chemistry. Students in this course will have more time to review concepts, including mathematical calculations, than Honors Level Chemistry students. The course is laboratory intensive with emphasis on qualitative and quantitative experiments. Topics covered will conform to the Massachusetts State Frameworks for Chemistry and will prepare students for undergraduate General Chemistry.

SC#####Z Applied and Qualitative Chemistry - Curriculum A Grades 11, 12 **5 credits**
The Applied and Qualitative Chemistry program is designed to be a hands-on inquiry-based exploration of chemistry. It is designed to develop problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific issues, and recognize the importance of chemistry in daily life. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of chemistry uses multiple pathways of scientific reasoning with specific emphasis on written and oral communication as well as logical reasoning to explore atomic and molecular structure, chemical bonds, conservation of matter, reaction rates, organic chemistry, acid-base chemistry and biochemistry. Students will be expected to relate and use learned concepts in class through lab experiences, projects, tests, and common applications.

Physics Course Offerings

SC####Z Physics* **Grade 11, 12** **5 credits**
This physics course is for highly motivated students with strong scientific interest and mathematical ability. Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new situations. The major topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light.
Suggested Entry Criteria: Algebra 2 (may be taken concurrently). Teacher Recommendation
***Students have the option of earning Honors Credit through more challenging research and project work.*

Advanced Placement Courses

The following courses are designed to offer an introductory college science experience and meet the requirements of the College Board. These courses are offered as the student's second high school exposure to the content, not as a preliminary course in the subject. The College Board has approved the curriculum and textbooks for these courses. *AP students are required to take the College Board's National Advanced Placement examination in May.*

SC4010Z Advanced Placement Biology AP **Grades 11, 12** **5 credits**
The Advanced Placement Biology Course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. As suggested by the College Board in its Advanced Placement Course Description, the course is divided into three major topic areas: 1) molecules and cells, 2) genetics and evolution, and 3) organisms and populations. Laboratory experiences comprise approximately 40% of the grade, and students are involved in original research during the year. In addition to reading from a college text, students will be required to read articles from outside sources including scientific journals.
Suggested Entry Criteria: B or better in Honors Biology or A- or better in Biology, *Successful completion of chemistry is highly recommended,* teacher recommendation.

SC4002Z Advanced Placement Chemistry AP **Grade 12** **5 credits**
Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course

usually taken by science majors during their freshman year. Students utilize a college textbook and the course moves at a brisk pace. The topics covered are those suggested by the College Board. Laboratory experiments with formal lab reports are a significant portion of the class and are reflected as such in the course grade.
Suggested Entry Criteria: "B" or better in Honors Chemistry or "A" in Chemistry; *Successful completion of Pre-calculus is highly recommended*, teacher recommendation.

SC4007Z Advanced Placement Physics 1 AP **Grades 11, 12** **5 credits**
This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 1 curriculum. This involves Newtonian mechanics (including angular and rotational), work, energy, power, mechanical waves, sound, and electric circuits. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters.
Suggested Entry Criteria: Algebra 2

SC4008Z Advanced Placement Physics 2 **Grades 11, 12** **5 credits**
This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 2 curriculum. This involves fluids, thermodynamics, electricity & electromagnetism, optics, and atomic physics. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum: previous high-level coursework in Kinematics, Newtonian Mechanics, Mechanical Waves and basic Electricity is assumed. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters.
Suggested Entry Criteria: B or better in previous AP Physics 1 class or Physics class, and Algebra 2

SC4011Z AP Physics C (Mechanics) **Grades 11, 12** **5 credits**
AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to 45 topics outlined by the College Board for the AP Physics C: Mechanics exam. Topics included are kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems.
Prerequisite: Calculus. *Successful completion of a previous physics course is recommended.* ***Teacher and Science Director approval is required.***

SC4070Z Advanced Placement Environmental Science **Grades 11, 12** **5 credits**
AP Environmental Science is designed to explore and investigate the relationships of the natural world, identify and analyze environmental problems, both natural and human made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. The course follows the curriculum suggested by the College Board. A strong hands-on component with lab and field studies will be integrated.
Suggested entry criteria: Completion of biology, completed or concurrent chemistry, previous science teacher recommendation.

Science Elective Course Offerings

SC3252Z Anatomy and Physiology **Grades 11, 12** **5 credits**

This course will concentrate on areas of anatomy and physiology not generally covered in depth in a first year biology course. It will provide a balanced and integrated introduction to the human body suitable for students with varying needs and interests but especially for those interested in allied health fields, pre-nursing, and pre-medical education. Students complete a required internship, projects, research papers, anatomical dissections, and other laboratory exercises that reinforce the basic principles of physiology and anatomy.

Suggested Entry Criteria: B- or better in Biology

** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7258Z Astronomy **Grades 11, 12** **2.5 credits**

This half-year course provides a comprehensive introduction to astronomy, from the history of this early science to cutting-edge theories about the universe and its origin. Students will examine the Earth's place in space and the relationships among the Earth, Moon, and Sun. Our solar-system survey will encompass the planets, their moons, asteroids, comets, and the microscopic particles that give rise to the northern lights. The course will then take us step by step into the universe beyond the solar system: stars, galaxies, and the cosmos as a whole. Basic chemistry and physics are integrated into the course, as are high-school-level algebra and basic geometry. Students will also explore the concepts of space travel and rocketry by designing, building, and testing their own spacecrafts in Kerbal Space Program.

** Students have the option of earning Honors Credit through more challenging exercises, tests, and lab work.* ***(not offered in the 2020-2021 school year)***

SC7277Z Oceanography **Grades 11, 12** **2.5 credits**

This half-year course, offered each semester, provides an introduction to oceanography, including origin of the Earth and its oceans, the geography and geology of ocean basins, and plate tectonics. Students examine the chemistry of ocean water, marine sediments, and saltwater organisms and their unique adaptations. Waves and tides provide examples of the physical science supporting oceanography. Marine habitats are studied as examples of ecosystems impacted by the ocean environment. The course includes term research projects and one or more field trips. Basic principles of chemistry and physics are integrated into the course, as they relate to the study of Oceanography.

** Students have the option of earning Honors Credit through more challenging research and project work.* ***(not offered in the 2020-2021 school year)***

SC7268Z Environmental Science **Grades 11, 12** **5 credits**

Environmental science focuses on the study of how human activity affects habitats and the relationships among organisms and the natural world. The course will include the detailed study of the principles of ecology, including several hands-on investigations and research projects and papers. Students will investigate the earth's natural resources, including biodiversity, soil, land, air, water, and energy, with the goal of understanding the delicate balance of life on earth. Problems such as pollution, overpopulation, and extinction are studied in a global context, and students investigate a wide range of solutions based on the in-depth study of environmental science. The principles of chemistry and physics are integrated into the course, as they relate to environmental science.

Suggested Entry Criteria: B- or better in Biology.

** Students have the option of earning Honors Credit through more challenging research and project work.*

SC1292Z Engineering **Grades 11, 12** **5 credits**

This course will utilize the Engineering the Future curriculum developed by the Museum of Science (Boston), with particular emphasis on engineering design, manufacturing, construction, written communication, and mathematics. The school resources available in the technology resource center will be utilized for collaborative project design and construction, integrating concepts across the disciplines in the school's Maker space. Students work in a classroom and workshop setting with woodworking materials, metals, and laboratory equipment. By

applying the mathematics of engineering and completing hands-on design projects, students learn about the different roles of mechanical, fluid and electrical engineering in the modern world. The course helps students pursuing a technical career to understand the many ways in which they may engineer the world of the future.
**Students have the option of earning Honors Credit through more challenging research and project work.*

NEW Science Elective Courses (All ½ year)

SC####Z Weather and Climate Grades 10, 11, 12
2.5 credits
With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework.
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SC####Z Physiology of Exercise & Activity Grades 10, 11, 12 2.5 credits
This course examines the physiological effects of exercise and activity with an emphasis on humans. Major topics include energy use & nutrition, the muscular, cardiovascular, and respiratory adaptations across the age span and special environments (high and low altitude, heat and cold). **Must be currently enrolled or have completed biology**
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SC####Z Philosophy of Science (Spring 2021) Grades 10, 11, 12 2.5 credits
The good results of science are indisputable. But the sometimes discovery is based on ideas that are found to be a bit off the mark. Newton's Laws were taken to be absolute, then Einstein remade physics from the ground up. Yet still, engineers, architects, athletes, and surveyors all rely on Newton's laws. Science is our major current attempt at a self-correcting body of knowledge, but how does that really work? What must we assume, in order to do science? Is science a handy set of beliefs and processes that tend to give us the results we seek? Or is it a matrix of ideas that directly reflect the world as it is? Can science represent the world with complete accuracy? If not, what does it take for us to consider an idea justified enough to believe it or call it "true"? We will be exploring the development of science in the Western world, mostly in a historical perspective, and try to come to grips with some of these questions. It is fervently to be hoped that this deeper perspective will increase students' appreciation of science, while decreasing the sense of oracular mystery that can surround it.
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SC####Z Introduction to Philosophy (Fall 2020) Grades 10, 11, 12 2.5 credits
About 2,500 years ago, a thread of analysis of ordinary experience arose which has continued to this day. My thumbnail definition of philosophy is: The study of those questions that we have to assume we know the answer to just to conduct our daily lives. Examples of such questions include: How do I know when I know something? What kind of society should we build? What makes a society better than another? What obligations do I have to my family, my friends, to strangers, or to the state? Are we able to choose our actions freely, or does everything that happened to us, combined with the laws of physics, close off all decisions I can think of, except one? Does the universe care about us, or are we just kind of here? All these questions have been addressed over the centuries,

and we still do not have universal agreement on the answers. We will look into some prominent answers from the past, and wrestle with the questions ourselves. Philosophy is difficult to study because it is a debate, not a single body of agreed-upon answers. It is also difficult to study because we really, really like our own views.
** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

Visual Arts

Visual art courses offer a wide variety of disciplines and media and allow students to explore and strengthen their creativity and their creative problem solving skills. The curriculum in all courses has been designed to maximize the development of certain thinking skills that lead to expressive, personal and independent original work. Students are encouraged to think, write and speak critically about their own work, the work of other students and the work of contemporary and historical artists and art forms from all over the world.

The curriculum is aligned with the Massachusetts Visual Arts Frameworks and with the latest research in the art educational field. All courses fulfill the AHS Fine Art 5 credit graduation requirement (or 2.5 credits for half-year visual art courses). Please note that prerequisites (suggested entry criteria) for certain visual art courses can be waived with the permission of the instructor or the Director of Visual Art.

Levels	Curriculum H	Curriculum A
Grades 9-12		AC2206Z Foundations in Studio Art **** incoming 9th graders see below for other options**
Grades 10-12		**AC2206Z Studio Art *** (full year) **AC3588Z Digital Photography I *** (full year) **AC7830Z Mixed Media*** (full year) AC7822Z Painting I * (half year) AC7823Z Painting II* (half year) AC3600Z Ceramic Sculpture and Pottery I * (half year) AC3603Z Ceramic Sculpture and Pottery II* (half year) AC7825Z Drawing I * (half year) AC7826Z Drawing II* (half year) AC3601Z Sculpture * (half year) * 10, 11, and 12 graders can take these courses without having taken Foundations in Studio Art but permission from the instructor or the Director of Visual Art is required ** **incoming 9th graders can apply to take the full year courses listed above (bold faced). Contact the Director of Visual Art or an art**

		teacher.
Grades 11 & 12	AC3105Z Portfolio Preparation AC4130Z Advanced Portfolio Preparation AC3590Z Digital Photography II AC####Z Advanced Placement Art and Design	

AC2206Z Foundations in Studio Art - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
This visual art course, "Foundation in Studio Art" is the best entry point to all of our studio art courses. This course is designed to increase students' understanding of the potential of visual art to communicate personal feelings and ideas. A rich variety of media are introduced through projects that emphasize both creativity and skill building. Students study observational and imaginative drawing, painting, printmaking, digital imaging, and sculpture, including working with clay, wire, wood, and other 3D materials. World cultures and the work of both historical and contemporary artists are used to inform and inspire student art making. The course is designed for students who might continue studying visual art in high school but also for students who may not take a course in visual art again. This course fulfills the 5-credit Fine Arts Graduation Requirement.

AC2206Z Studio Art * - Curriculum A **Grades 10, 11, 12** **5 credits**
Studio Art is designed to increase students' independence and confidence in their artmaking. Emphasis is placed on individualized instruction and on the ability of students to make informed decisions about materials and themes. Students study a range of historical periods and contemporary art styles. Students are challenged to use a rich variety of 2D and 3D media to explore complex ideas in visual art. Artwork is regularly shared, critiqued and exhibited and a sketchbook is maintained throughout the year.
This course fulfills the 5 credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: Foundations in Studio Art or *permission of the instructor and this applies to 9, 10, 11 and 12 graders..

AC7830Z Mixed Media *- Curriculum A **Grades 10, 11, 12** **5 credits**
This studio course is designed for students who want to explore a wide variety of media and techniques in the area of sculpture (3D) as well as projects that integrate 2D and 3D processes. Materials and techniques include handbuilding in clay, assemblage, wire, found object construction, installations, public art, fiber arts, environmental art, puppet making and other traditional and non-traditional methods of art making. Students are introduced to contemporary and historical artists and issues in visual art across cultures. Students work both independently and collaboratively to complete creative works ready for critique and exhibition.
Suggested Entry Criteria: "Foundations in Studio Art" or *permission of the instructor and this applies to 9, 10, 11 and 12 graders..

AC7822Z Painting I * - Curriculum A **Grades 10, 11, 12** **2.5 credits**
This studio course is designed for students who want to explore both traditional and contemporary approaches to painting. Portraiture, still life, landscape, abstraction and working from the imagination are possible areas of concentration. Students develop skills in the use of a variety of painting media and techniques including acrylics and watercolor but also learn to use painting as a way to express and develop their own style and their own ideas. Hands-on studio work is supported by presentations of contemporary and historical works, technical demonstrations, class discussions and critiques. Students are encouraged (but not required) to take Painting I and Painting II consecutively. The course fulfills 2.5 credits toward the 5 credit Fine Arts Graduation Requirement.

Suggested Entry Criteria: Foundations in Studio Art or *permission of the instructor.

AC7823Z Painting II * - Curriculum A **Grades 10, 11, 12** **2.5 credits**
Painting II is offered for students who want to explore painting as an expressive and individualized art form. Students use a variety of two-dimensional and three-dimensional materials in addition to different kinds of paint including acrylics and other materials to communicate personal narratives and feelings. Students learn how today's artists push the boundaries of traditional painting to include mixed media, collaborative projects, and subjects and themes that are inspired by the artist's personal experiences and beliefs. Hands-on studio work is supported by presentations of contemporary artists' work, technical demonstrations, class discussions, readings, and group critiques. The course fulfills 2.5 credits toward the 5 credit Fine Arts Graduation Requirement.
Painting II can be taken without having completed Painting I but, in that case, Foundations in Studio Art is a strongly suggested entry criteria.
Suggested Entry Criteria: Foundations in Studio Art or *permission of the instructor

AC3600Z Ceramic Sculpture and Pottery I * - Curriculum A **Grades 10, 11, 12** **2.5 credits**
This half-year course introduces students to the use of clay as a sculptural material to create both functional and aesthetic objects.. Through this course students are able to develop their own personal style through hand building and wheel throwing. Students use clay to convey meaning and emotion while creating personalized works of art. A variety of surface treatments and glazing techniques will be taught. Students learn how clay is being used now in the contemporary art world as well as historical approaches in many world cultures.
This course fulfills 2.5 credits toward the 5-credit Fine Art Graduation Requirement
Suggested Entry Criteria: Foundations in Studio Art *or permission of the instructor.

AC3603Z Ceramic Sculpture and Pottery II - Curriculum A **Grades 10, 11, 12** **2.5 credits**
In this half-year course, students expand their technical skills using clay to create personally meaningful works of art that are functional, sculptural and aesthetic. Students are challenged to develop more sophisticated thinking and making skills to explore the expressive and sculptural possibilities of clay as well as to create more complex useful ceramic vessels. The course includes a variety of hand building and wheel-throwing techniques, pushes the potential for large-scale works, and further explores surface treatments and glazing techniques. Projects and techniques are taught with reference to contemporary and historical art and ceramics from around the world. Previous student experience with clay is preferred including the course Ceramic Sculpture and Pottery I course.
The course fulfills 2.5 credits toward the 5 credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: Foundations in Studio Art *or permission of the instructor.

AC7825Z Drawing I* - Curriculum A **Grades 10, 11, 12** **2.5 credits**
Drawing I provides an introduction to the foundational skills of drawing using a wide range of media and contemporary methods. Students develop new ways of seeing and interpreting organic and man-made forms. Unusual perspectives, compositions, and viewpoints will be explored. Throughout the course, students experiment with abstraction, surrealism, conceptual, and representational (realistic) artistic styles. Students develop skills in analyzing and discussing artwork as they study and research a range of artists' drawings, styles, methods, and processes. Students also understand that they can communicate personal ideas and express their artistic identities through the act of drawing. Formal issues in drawing such as the use of mark-making, line, space, scale, light and dark and composition are studied. Students maintain an active sketchbook for planning, idea development, and out-of-school assignments. The course fulfills 2.5 credits toward the 5 credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: Foundations in Studio Art *or permission of the instructor.

AC7826Z Drawing II - Curriculum A **Grades 10, 11, 12** **2.5 credits**
In this more advanced drawing course students investigate a broad range of approaches to drawing. Students learn that creative drawing is an art form in its own right. Students explore different ways of using materials and tools to communicate and express personal ideas and interests. Drawing II builds on students' skills in the use of

mark-making, line, scale, space, light and dark and composition in styles that emphasize both realism and abstraction and in both contemporary and historical contexts. Students discover that “drawing” can include all kinds of media including dry and liquid media, collage, and even three-dimensional drawing materials. Students maintain an active sketchbook for planning, idea development, and out-of-school assignments.
The course fulfills 2.5 credits toward the 5 credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: Foundations in Studio Art *or permission of the instructor.

AC3601Z Sculpture* - Curriculum A Grades 10, 11, 12 2.5 credits
This visual art course is for students who enjoy working three-dimensionally. Students learn how to use a variety of materials to create small and large-scale non-functional artworks that communicate ideas. Materials include clay, wood, wire, metals, found objects, and natural and recycled materials. Students work both independently and collaboratively, connect with other disciplines, and create sculptures to exhibit and critique. The course also touches on how artistic traditions from around the world have informed contemporary and historical sculpture and how these methods and themes can inspire personal work.
The course fulfills 2.5 credits toward the 5 credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: Foundations in Studio Art *or permission of the instructor.

AC3105Z Portfolio Preparation - Curriculum H Grades 11, 12 5 credits
This honors level studio course emphasizes portfolio development, presentation, and individual expression through in-depth projects. Students develop their skills in traditional and new media, study movements in art history, and explore the role artists are playing and have played in changing society. Students complete a balanced portfolio that is essential for AP Art preparation and for application to all accredited art schools, colleges and universities.
Suggested Entry Criteria: 2 years of visual art courses or permission of the instructor

AC4130Z Advanced Portfolio Preparation - Curriculum H Grade 11, 12 5 credits
This honors level advanced studio course is aligned with the Massachusetts Visual Arts Frameworks and allows students to perfect their skills in a variety of advanced art media. Students study major movements in art history, contemporary art influences of various cultures on the world of art, and artists’ writings about their art through independent projects. Students are expected to incorporate a variety of art media into integrated, creative, well-composed art works. Students demonstrate their knowledge of formal and conceptual issues, composition, color, design, 2-D and 3-D work, as well as responding critically to their own work and the work of others**.**
The course fulfills 5 credits toward the 5 credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: 2 years of visual art courses or permission of the instructor

AC4000Z Advanced Placement Art and Design - Curriculum H Grades 11, 12 5 credits
This course aligns directly with the guidelines established by the College Board Advanced Placement in Art program. AP Students can choose from one of three portfolio options: Drawing, 2D Design, or 3D Design. This course is a good choice for highly motivated students who want to create a college-level portfolio that demonstrates quality, a specific concentration on a visual problem, and breadth of knowledge. Students become independent thinkers who create intuitively and critically and who use their art making to express personal thoughts and feelings. Students study major movements in art history, influences of various cultures on the world of art, and artists’ writings about their work. Students should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students need to work beyond scheduled periods on weekends and after school. Weekly homework assignments and summer readings are also required. Students are required to take the AP Exam.
The course fulfills 5 credits toward the 5 credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: 2 years of visual art courses or permission of the instructor

AC3588Z Digital Photography I - Curriculum A Grades 10, 11, 12 5 credits
In this course, students learn how to carefully compose, craft and print photographs through digital imaging

processes. Students study basic film and digital camera functions and photography equipment: lenses, aperture, depth of field, ASA, shutter speed, lighting, exposure controls, formatting, and file storage, and workflow. Contextual formats, such as point of view, the history of photography, and career opportunities in commercial photography will be explored. Students develop a portfolio of their work and participate in exhibits. Adobe Creative Cloud applications, such as Photoshop and Lightroom room are used as creative editing software.
The course fulfills 5 credits toward the 5 credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: "Foundations in Studio Art" or instructor's permission and this applies to 9, 10, 11 and 12 graders.

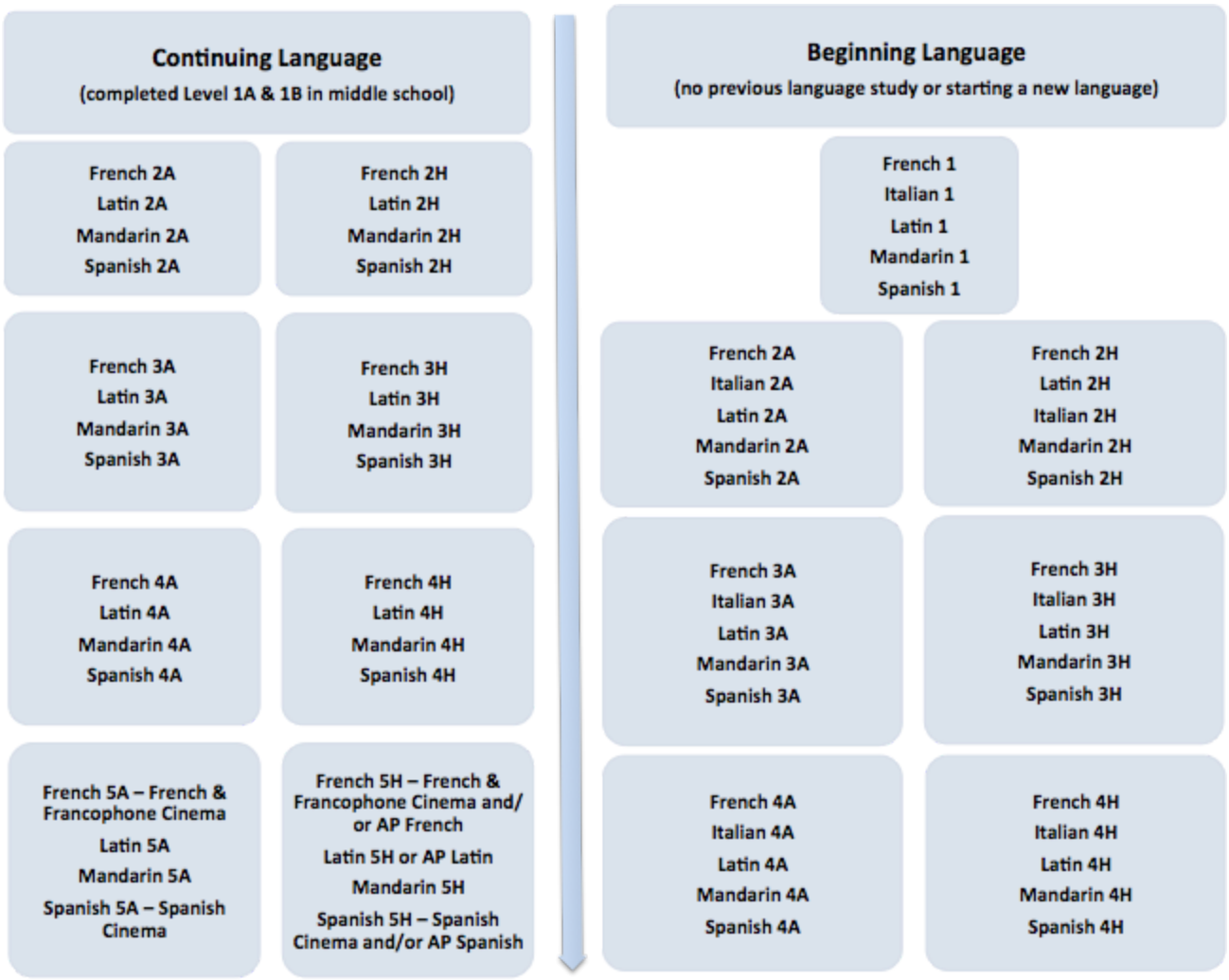
AC3590Z Digital Photography II **Grades 11, 12** **5 credits**
This course allows students to further refine their skills in advanced digital imaging techniques to create well-composed images for commercial and Fine Art applications. Students are encouraged to use photography to express personal feelings and ideas. Students study major photographers, historical movements in art, and make interdisciplinary multimedia connections. Students are introduced to digital film, video animation, and interdisciplinary "STEAM projects. Connections with the local cable company, ACMI are made to enhance student's understanding of digital production and broadcasting. Career opportunities in commercial photography are explored. Students present their work in a portfolio and in an exhibition. Adobe Creative Cloud applications such as Photoshop and Lightroom are used as creative editing software. The course fulfills 5 credits toward the 5-credit Fine Arts Graduation Requirement.
Suggested Entry Criteria: Digital Photography I or instructor's permission.

World Languages

The goal of the world languages program is to support students in developing proficiency in a language other than English and to understand the cultures where those languages are spoken, in order to become responsible global citizens. At Arlington High School, students may choose to study from among five* modern and classical world languages: French, Italian, Latin, Mandarin, and Spanish. Our curriculum is aligned with the Massachusetts Frameworks and the World-Readiness Standards for Learning Languages, with an emphasis on oral proficiency in modern languages and reading comprehension in Latin. All modern language courses are conducted almost exclusively in the target language, with little to no use of English, and students use increasing amounts of target language, starting in level 1.

Students are required to complete two years of language study for graduation, however consecutive years of study of the **same language** is required by most colleges, with many requiring three to four years (deletion here). For this reason, students who choose to change their language after only one year of study may only do so with approval from the Principal. Students who enroll in AP courses are expected to take the AP exam in May.
**Level 1 language courses are offered based on enrollment.*

A *typical* sequence of courses for a student who completed the first level of language study in the middle school (7th and 8th grade) or for those students who are starting a new language in the high school or may need to repeat a year of study is as follows:



Level 1 language courses are offered based on enrollment.

Suggested criteria for Honors: Successful completion of previous level with a grade of B+ or above and teacher recommendation.
Suggested criteria for Curriculum A: Successful completion of previous level with a grade of C- or above and teacher recommendation.

French

French continues to be a crucial international language, being spoken by over 120 million native and non-native speakers across the globe. It is also the only language besides English that is spoken on five continents and is taught in every country in the world. Arlington High School offers the following courses in French.

ML1015Z French 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of French in the High School and for students who studied French in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, as well as to develop understanding of cultures of French speaking countries. The proficiency target for the end of this

course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2205Z French 2 – Curriculum A **5 credits**
ML2105Z French 2 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3205Z French 3 – Curriculum A **5 credits**
ML3105Z French 3 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries.The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4205Z French 4 – Curriculum A **5 credits**
ML4105Z French 4 – Curriculum H **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students taking the course for Honors credit participate in the Café Parisian competition, in which they develop a business plan for their own Café in a section of Paris.

ML5114Z French 5: French Cinema – Curriculum A **5 credits**
ML5115 French 5: French Cinema – Curriculum H **5 credits**
This advanced course builds upon and expands students' at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study French and Francophone cinema. Students watch and analyze films on different themes, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5005Z Advanced Placement French Language & Culture **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Intermediate High: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Italian

Italian is an important heritage language for many Americans. Italy remains a world leader in many important fields, and its economy is one of the top five in the world. According to UNESCO, over 60% of the world's treasures are found in Italy. Arlington High School offers the following courses in Italian.

ML1020Z Italian 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Italian in the High School. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, as well as to develop understanding of Italian culture. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2220Z Italian 2 – Curriculum A **5 credits**
ML2120Z Italian 2 – Curriculum H **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding Italian culture. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3220Z Italian 3 – Curriculum A **5 credits**
ML3120Z Italian 3 – Curriculum H **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4220Z Italian 4 – Curriculum A **5 credits**
ML4120Z Italian 4 – Curriculum H **5 credits**

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Latin

Latin is the foundation of all the romance languages and makes up approximately 60% of English vocabulary. Its profound influence on the thought and culture of Western civilization makes it an important foundation of academic study. Arlington High School offers the following courses in Latin.

CL1015Z Latin 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Latin in the High School and for students who studied Latin in the Middle School and would benefit from additional practice of the language.

This course aims to develop reading comprehension of Latin texts, primarily narratives written for the modern student, as well as to develop an understanding of the people and contributions of the early Roman Empire. The proficiency target for the end of this course is Novice High: students will be able to read and interpret texts and develop oral proficiency in Latin to support comprehension and skills in reading and writing.

CL1115Z Latin Language and Culture 1A **5 credits**
This course, combined with Latin Language and Culture 1B, offers students the opportunity to explore cultural topics in depth while following the Latin 1 syllabus at a slower pace. A wide variety of activities are used to teach and reinforce Latin grammar and vocabulary, as well as English prefixes and roots derived from Latin. Students use the knowledge of Latin vocabulary to broaden their English vocabulary base, and improve their literacy skills in English. The proficiency target for the end of this course is Novice Mid: students will be able to read and interpret some basic texts and understand oral Latin to support comprehension and skills in reading and writing.
Students are encouraged to enroll in the two year sequence of courses. Enrollment in this course requires the approval of the Director of World Languages.

CL1116Z Latin Language and Culture 1B **5 credits**
This course, a continuation of Latin Language and Culture 1A, offers students the opportunity to explore cultural topics in depth while following the Latin 1 syllabus at a slower pace. A wide variety of activities are used to teach and reinforce Latin grammar and vocabulary, as well as English prefixes and roots derived from Latin. Students use the knowledge of Latin vocabulary to broaden their English vocabulary base and improve their literacy skills in English. The proficiency target for the end of this course is Novice High: students will be able to read and interpret texts and develop oral proficiency in Latin to support comprehension and skills in reading and writing. Enrollment in this course requires the approval of the Director of World Languages.
Upon successful completion of this course, students may enroll in Latin 2A or H, depending on teacher recommendation.

CL2205Z Latin 2 – Curriculum A **5 credits**
CL2105Z Latin 2 – Curriculum H **5 credits**
This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, and engages students in linguistic comparisons between English and Latin. The proficiency target for the end of this course is Intermediate Low: students will be able to read and interpret texts and increased oral proficiency in Latin to support comprehension and skills in reading and writing.

CL3205Z Latin 3 – Curriculum A **5 credits**
CL3105Z Latin 3 – Curriculum H **5 credits**
This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, engages students in linguistic comparisons between English and Latin and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (beginning):students will be able to demonstrate comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL4205Z Latin 4 – Curriculum A **5 credits**
CL4105Z Latin 4 – Curriculum H **5 credits**
This advanced course expands students' reading comprehension and translation at the intermediate level in Latin, including major genres such as satire and lyric poetry. The course deepens understanding of social structures and institutions of the Roman Empire, engages students in linguistic comparisons between English and Latin, and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (continuing):students will be able to demonstrate increasing comprehension of the

main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL5205Z Latin 5 – Curriculum A **5 credits**
CL5105Z Latin 5 – Curriculum H **5 credits**
This advanced course expands students' reading comprehension at the advanced level in Latin of original pieces of Roman literature, such as the poetry of Virgil and Ovid, and the letters of Cicero and Pliny. The course deepens understanding of Roman history, mythology, art, architecture, and other cultural and historical considerations. The proficiency target for the end of this course is Intermediate High: students will be able to demonstrate increased comprehension of the main idea and supporting details of advanced texts, both familiar and new. Some use of oral Latin, in addition to reading and writing, provides additional support to aid comprehension and appreciation of these texts.

CL5005Z Advanced Placement Latin **5 credits**
This college-level course focuses on Vergil's momentous epic poem, *The Aeneid,* and Caesar's memoirs to develop mastery of the latin language as a medium of literary expression and to examine the phenomenon of language and literary technique as utilized by the premier Roman poet, Virgil, and the premier prose writer, Caesar. The proficiency target for the end of this course is Advanced Low: students will be able to demonstrate increased comprehension of the main idea and supporting details of advanced texts, both familiar and new. Some use of oral Latin, in addition to reading and writing, provides additional support to aid comprehension and appreciation of these texts.
Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Mandarin

Mandarin continues to grow in importance as an international language. Currently, one-fifth of the global population speaks Mandarin Chinese, with over 870 million native speakers worldwide. Arlington High School currently offer the following courses in Mandarin.

ML1000Z Mandarin 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Mandarin in the High School and for students who studied Mandarin in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, as well as to develop understanding of Chinese culture. The proficiency target for the end of this course is Novice High, with students able to participate in direct conversations with simple sentences and to satisfy some basic needs. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2215Z Mandarin 2 – Curriculum A **5 credits**
ML2115Z Mandarin 2 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Low, with students able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML3215Z Mandarin 3 – Curriculum A **5 credits**
ML3115Z Mandarin 3 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (beginning), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, and using strings of more complex sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML4115Z Mandarin 4 – Curriculum H **5 credits**
ML5115Z Mandarin 5 – Curriculum H **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (continuing), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

Spanish

The importance of studying Spanish can be seen all around us. There are over 30 million people of Hispanic origin living in the United States alone. Arlington High School offers the following courses in Spanish.

ML1010Z Spanish 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Spanish in the High School and for students who studied Spanish in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, as well as to develop understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2210Z Spanish 2 – Curriculum A **5 credits**
ML2110Z Spanish 2 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3210Z Spanish 3 – Curriculum A **5 credits**
ML3110Z Spanish 3 – Curriculum H **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The

proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4210Z Spanish 4 – Curriculum A **5 credits**
ML4110Z Spanish 4 – Curriculum H **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

ML5210Z Spanish 5: Spanish Cinema – Curriculum A **5 credits**
ML5110Z Spanish 5: Spanish Cinema – Curriculum H **5 credits**
This advanced course builds upon and expands students' developing proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study of Spanish and Hispanic cinema. Students watch and analyze films from different geographical areas of the Spanish-speaking world, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5305Z Advanced Placement Spanish Language **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Advanced Low: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Global Competence Program

The **Global Competence Program (GCP)** is designed to foster students' global awareness, and, in so doing, provide AHS graduates with the essential skills for participating in and contributing to an increasingly globalized society. Through coursework, community service, a global engagement project, and foreign travel*, GCP participants will:

- **Think Globally**: Have an increased knowledge of their relationship to the world; think about issues from a global perspective; gain an appreciation for other world cultures, viewpoints and perspectives.
- **Communicate Effectively**: Improve their foreign language skills and their ability to communicate with people across cultural and language divides.
- **Contribute Responsibly**: Use their global knowledge to interact and build relationships with people from other cultures; actively seek world knowledge to develop their own values and perspectives; demonstrate respect, open mindedness, understanding and flexibility in behavior and thinking; help others to embrace multiple perspectives.

- * Students who are unable to participate in travel may complete an alternative project.

The Global Competence Program is open to all students and students are encouraged to submit their Initial Application early in their high school career in order to have time to complete all required components. Upon successful completion, students will be awarded a **Global Competence Certificate** and pin for graduation.

Additional information can be found at **arlingtonworldlanguages.blogspot.com** and by contacting Dawn Carney, Director of World Languages.

Seal of Biliteracy

The MA State Seal of Biliteracy is an award in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

Students demonstrate proficiency in English and a partner language via standardized assessments to achieve a biliteracy award (deletion here). Students will be awarded a Seal of Biliteracy on their transcript and recognized at high school graduation.

Additional information can be found at **arlingtonworldlanguages.blogspot.com** and by contacting Dawn Carney, Director of World Languages.

World Languages Electives

The following courses are open to all students as electives, and do not count toward the two year language graduation requirement.

Digital Language Courses – Curriculum H

Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in a fee-based online course through Brigham and Young University Independent Study program. While primarily an independent study course, weekly participation in the online learning activities, supervision by a World Language teacher, and weekly mandatory meetings for the first quarter are required. These courses are most successful for students who are highly motivated, independent and active learners; possess strong organizational and time management skills; have discipline to study without external reminders; and can adapt to new learning environments.

Registration payment to Brigham and Young University is required before the school year begins to reserve a place in the course; students may also be required to purchase a textbook. Students must have the approval of a school counselor and the World Language Director prior to enrolling in a course.

Please note there is a fee associated with this course. If interested please contact Dawn Carney, Director of World Languages.

OL7000Z Arabic 1 – Part 1 (5 credits)
OL7020Z Arabic 1 – Part 2 (5 credits)
OL7030Z Arabic 2 – Part 1 (5 credits)
OL7040Z Arabic 2 – Part 2 (5 credits)

OL7011Z American Sign Language 1 – Part 1 (5 credits)
OL7021Z American Sign Language 1 – Part 2 (5 credits)

OL7031Z American Sign Language 2 – Part 1 (5 credits)
OL7041Z American Sign Language 2 – Part 2 (5 credits)

OL7012Z German 1 – Part 1 (5 credits)
OL7022Z German 1 – Part 2 (5 credits)
OL7013Z German 2 – Part 1 (5 credits)
OL7023Z German 2 – Part 2 (5 credits)

OL7014Z Japanese 1 – Part 1 (5 credits)
OL7024Z Japanese 1 – Part 2 (5 credits)
OL7015Z Japanese 2 – Part 1 (5 credits)
OL7025Z Japanese 2 – Part 2 (5 credits)

OL7018Z Korean 1 – Part 1 (5 credits)
OL7028Z Korean 1 – Part 2 (5 credits)
OL7019Z Korean 2 – Part 1 (5 credits)
OL7029Z Korean 2 – Part 2 (5 credits)

OL7106Z Russian 1 – Part 1 (5 credits)
OL7026Z Russian 1 – Part 2 (5 credits)
OL7017Z Russian 2 – Part 1 (5 credits)
OL7027Z Russian 2 – Part 2 (5 credits)

ML7102Z World Language Teaching Internship **Grades 11,12** **2.5 credits**
ML7103Z World Language Teaching Internship **Grades 11,12** **5 credits**

11th or 12th grade students with an interest in a career in education or a desire to assist other students may enroll in this course with the approval of a world language teacher and the World Language Director. Students in this program will be paired with a language teacher to assist students in a designated language course. Responsibilities will include helping with the teacher's administrative tasks and providing individual assistance to students. Hours may be counted as community service. Appropriate proficiency in the target language is required.

Technology, Self-Directed Courses and Miscellaneous Electives

Levels	Curriculum A	Ungraded courses
Grade 9		FR9999Z Freshman Seminar
Grades 9-12	Massive Open Online Courses (MOOC)	
Grades 11-12		CD6000Z Technology Intern AP9999Z AP Seminar IS0000Z Independent Study (request form)
Grade 12	IN5001Z Academic Internships	SP0000Z Senior Privilege

Massive Open Online Course (MOOC) **Grade 12** **1.25 credits**

Arlington High School is piloting the use of Massive Open Online Courses (MOOCs) to expand our offerings. As the online world gives us access to courses, content, and teachers all around the world, we are working to discover new ways to take advantage of this potential.

A MOOC may be proposed by Faculty or Students (Juniors and Seniors). The courses we are using are offered through Coursera (www.coursera.org). We may expand to other providers in the future. Course proposals will be evaluated by administration based on students served, whether they enhance our existing offerings, the quality and appropriateness of the content, and school resources available. As Coursera courses vary in terms of their scope and rigor, they may be approved for from 0.5 to 5 credits. Most will be offered at the AP level weight. MOOCs at Arlington High School require a combination of participation in the online activities, supervision by an approved faculty member, and weekly one-hour mandatory meetings after school. Upon completion of the 6 week course, students will be awarded a completion certificate from Coursera, and a grade to appear on their AHS transcript. All required materials and fees will be paid by AHS.

If you are interested, send a proposal to the Principal stating:

1. The course you are interested in
2. The names of any interested students or faculty
3. The reason for choosing this course (students served, enhancement of our offerings, quality/appropriateness of the content)
4. A proposed timeline
5. A statement of resources needed (budget, equipment, facilities, time, schedule)

IN5001Z Academic Internship **Grade 12** **2.5 credits**

Academic Internships allow seniors to pursue an area of interest in a community-based work situation. Participation in the program will require an application and placement in an appropriate work situation as deemed by Arlington High School and the internship Coordinator. Through this program, eligible seniors will be released for the last period of the day for one semester to participate in a 5-hour per week internship off-site. Students will present a completed project at a public showcase at the end of the semester. Students will receive a grade and 2.5 credits, at honors weight upon, successful completion of the program.

Further information, including a listing of approved internship placement sites and the application will be available during course selection. Contact Melanie Konstandakis (mkonstandakis@arlington.k12.ma.us) with questions. We welcome recommendations of possible internship sites.

IS0000Z Independent Study **Grades 11, 12** **No credits**

Independent Study allows students to manage their study time when it occurs in first or last period of the day at home or in the school cafeteria or media center. Students on Independent Study are monitored by the AHS Dean's who will assign them to Directed Study if their grades fall below a passing level or if a parent or teacher requests such a transfer.

SP0000Z Senior Privilege **Grade 12** **No credits**

Senior Privilege allows students the opportunity to manage their study time in the school cafeteria or library media center. Seniors may also use senior privilege to assist teachers and counselors or to participate in activities such as Yearbook. Seniors who are failing any major subjects will lose senior privilege and be assigned to additional tutoring support or directed study.

AP9999Z AP Seminar **No credits**

Students who are taking AP courses can take this seminar class for no credit. It provides an opportunity for students to support each other, work together in Study Groups, and collaborate on projects. Students will be

assigned to a designated workspace provided just for them.

FR9999Z Freshman Seminar **Grade 9** **1.25 credits**

Grade 9 students will meet 3 times per cycle opposite their PE classes to participate in a variety of orientation activities and skill development to support them as they transition into high school. Seminar will be presented in modules presented by a variety of high school staff. Directed study time will also be incorporated into the seminar. Some topics included in the program are:

- Orientation to high school
- School Counseling seminars
- Study Skills
- Research skills
- Technology Skills
- Stress Management
- ICARE

The Workplace Alternative Program

The Workplace alternative program, housed on the campus of Arlington High School, has three major components: academic, social/emotional support, and community involvement. The core curriculum meets the requirements of graduation from Arlington High School and is in alignment with the frameworks in Massachusetts. The academic component covers English, history, mathematics, science, and physical education. Social/emotional support is offered through the Omni course, small class sizes, and continued support from trained counselors, (Arlington High School Counseling and Arlington Youth Consultation Center). Also, in addition to their role as teachers, the Workplace faculty also serves as academic and career advisors. The Workplace program takes on many community service projects throughout the year with the goal of creating a sense of investment and pride in Arlington.

Workplace is a relationship-based program. Therefore, students who enter this program must be able to form meaningful relationships with adults. Students who are not appropriate for this program are those who are drug addicted, unwilling to participate in their own education, and those who are not committed to change. This program is a choice for the student to decide who they are and who they will become and that academic pursuit is worthwhile. The student decides that his or her attitude, behavior, and/or belief systems are open to change and the student is willing to explore and keep their options open for the future.

Workplace is an alternative regular education program at AHS to meet the needs of those students who benefit from learning in a different environment than the one provided in the traditional high school. The Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students are small, individualized and structured. The Workplace program offers a combination of challenging classroom experiences and specialized services. A major component of the program is centered in the Omni Class where students work on self-awareness, group trust, leadership, and community service.

Placement Procedures and Criteria

Interested students are admitted to the program through an interview process involving the student, the student's parent(s) and/or guardian(s), the Workplace staff and interested parties such as the student's School counselor or referring faculty member. Students may be referred to the program from various sources from within the school including the AHS Student Support Team. A student may inquire about the program through his or her school counselor. Spaces are limited and, therefore, admittance to the program is not always possible. Students who enter this program do so voluntarily with a commitment to the program ideals of academic achievement and planning toward the pursuit of a productive future after graduating from high school. All admissions are on a trial basis and continued participation in the program is contingent upon compliance with the contractual obligations.

In general, the students in the Workplace meet the following criteria:

- The student is of average or above average cognitive ability.
- The student is seeking post high school education, whether it is college, continued academic pursuit, or vocational setting.
- The student shows motivation to improve skills and complete high school.
- The student agrees to the program contract.

Workplace Course Offerings
English, History, and Science courses are offered at the Curriculum A level. Mathematics is at the Curriculum B level, all of which satisfy the Massachusetts Curriculum Frameworks. Curriculum matches topics offered in traditional academic courses at Arlington High School.

Levels	ELA	Math	History	Science	Electives
Grade 9	TW1210Z English 1	TW1320Z Algebra 1 Curr. A			SP7831Z Academic Support X3 TW1277Z Wellness TW9091 OMNI-A TW9092 OMNI-B
Grade 10	TW2210Z English 2		TW3245Z US History I	TW2215Z Biology	
Grades 11-12	TW3210Z English 3	TW2320Z Geometry B	TW3246Z US History II	TW1230Z Earth Science	
Grade 12	TW4210Z English 4	TW1310Z Math Applications B	TW3240Z History of Arlington		

Specialized Programs

In order to offer a comprehensive continuum of programming for young adults with disabilities, Arlington Public Schools has developed several specialized programs that provide combinations of specialized and mainstream classes for identified students. Facilitated with supports including special education teachers, tutors, teaching assistants and social workers, identified students are able to prepare for post-secondary transition to college and/or employment situations. Students are identified for one of the specialized programs through recommendations from the evaluation team and the IEP process and have a disability diagnosis and academic profile that fits a particular program.

- **Language Based Learning Disabilities Support Program**
- **Supported Learning Center A**
- **Supported Learning Center B**

- **Supported Learning Center C**

Courses offered in specialized programs

ELA

- Language Arts I
- Language Arts II
- Language Arts III
- Language Arts IV
- Contemporary Literature
- British Literature
- American Literature

History

- Mod. World History B
- US History I B
- US History II B

Math

- Algebra I
- Algebraic Concepts
- Geometry
- Consumer Math

Science

- Concepts in Physical Science
- Concepts in Biology
- Concepts in Chemistry B

*****The structure of all specialized programs and support services are currently being reorganized and revamped to better meet the individual needs of all students on Individual Education Plans. Course descriptions will be disseminated once they have been revised.**

This section of the POS will be updated once the new structure has been fully developed.

Arlington Public Schools Technology Graduation Standards

Achievement of these competencies is arrived at through use of technology in various classes across the curriculum. Students are expected to know several skills in each area listed below upon graduation.

Computer Ethics

- Explain and demonstrate understanding of classroom rules regarding responsible use of computers (2.6)
- Explain and demonstrate ethical and legal behavior in copying files, applications, and media (2.7)
- Explain potential problem of computer viruses and exercise caution in opening e-mail attachments from unknown sources; class e-mail account only (2.8)
- Explain safe practices for sharing personal information via e-mail and the Internet (2.9)
- Explain proper mail etiquette (2.10)
- Describe and demonstrate knowledge of the school's Acceptable Use Policy, and know the consequences of violating that policy (2.11)

- Validate a Website for authenticity; find site sponsor, author, date the site was last updated (2.12)
- Explain how media and technology can be misused to distort or exaggerate information (2.13)
- Write correct citations for text and images gathered from electronic sources. Understand that use of materials is limited by the fair use rule of copyright law (2.14)
- Develop an awareness of the issue of ergonomics and how to use equipment safely (2.15)

Computer Skills
- Identify and use drawing and painting applications as appropriate for class projects (1.33).
- Run multiple applications simultaneously, alternating among them (1.36)
- Identify and use basic features of computer operating system, e.g., format/initialize disks, access information on size and format of file, create folders on local hard drive (1.12)
- Save a file to the desktop, the hard drive, and external storage spaces, e.g., floppy disk, CD-ROM, virtual electronic space (1.13)
- Resolve commonly occurring error messages and hardware and software problems (1.37)
- Use a variety of external peripherals and understand how they connect to the computer (1.40)
- Perform efficient keyboarding technique (1.41)
- Identify and use methods for downloading and converting graphic, sound, and video files (1.38)
- Select the appropriate technology tool for the task (1.60)
- Select a printer and print a document with appropriate page setup and orientation (1.14).
- Operate peripheral equipment, e.g., scanner, digital camera, camcorder (1.15)

Word Processing
- Identify and use editing and formatting features of a word processing program, e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers (1.17)
- Insert images (e.g., graphics, clip art, tables) from other files into word-processed document (1.18)
- Import/import and link data between word process and other application (1.42)

Spreadsheet
- Describe structure and function of database, identify components (1.19)
- Create a database, defining field formats and adding records (1.20)
- Perform simple operations in a database (1.21)
- Use formulas in a spreadsheet (1.47)
- Customize formatting of charts or graphs (1.49)
- Define and use functions such as sort, filter, find (1.50)
- Describe structure and function of a spreadsheet (1.22)
- Create an original spreadsheet, entering simple formulas (1.23)
- Produce simple charts from a spreadsheet (1.24)
- Duplicate spreadsheet structure without data (1.43)
- Use features of spreadsheet such as mail merges (1.44)
- Import/link data between spreadsheet and other applications (1.45)
- Use advanced format features such as repositioning columns (1.46)
- Create multiple links among various pieces of information in different applications such as a chart imported into a word processor from a spreadsheet (3.18)
- Use various number formats, percentages, exponents, etc. (1.51)

Internet
- Identify and use navigation features of browser (1.25)
- Using a browser, “bookmark” a Web site, e.g., URL, hyperlinks, site map, etc. (1.26)
- Identify basic elements of a Website, e.g., URL, hyperlinks, site map, etc. (1.27)
- Copy an image from a Website into a file on the desktop; write a correct citation in keeping with copyright law (1.28)

- Organize bookmarks into folders for future reference (1.52)
- Open e-mail attachment from class account and save it to the desktop (1.30)
- Using e-mail, create an address book (1.55)
- Send e-mail attachment using class account (1.56)
- Using e-mail, create and send a message using class account (1.29)
- Using e-mail, using a class account, to communicate with other schools (3.11)

Multimedia

- Create a multimedia presentation, desktop-published report, or Web page that incorporates data from other files (1.57)
- Create and manipulate illustrations using a drawing or painting program, e.g., adjust scale, size shape (1.58)
- Communicate results of research and learning with others using the most appropriate tools, e.g., desktop-published or word-processed report, multimedia presentation (3.9)
- Use a variety of external peripherals and understand how they connect to a computer (1.40)
- Manipulate data using charting tools and graphic organizers, e.g., concept mapping, flowcharting, and outlining software, to connect ideas (3.10)
- Present information, ideas, and results of work using any of a variety of communications technologies, e.g., multimedia presentations, web pages, videotapes, desktop-published documents (3.15)
- Import graphics, photos, and other media into report or presentation, citing sources appropriately (3.16)
- Demonstrate how specialized technology tools can be used for problem-solving, decision-making, and creativity, e.g. simulation software, environmental probes, computer-aided design, graphing calculators, art and music composition software (3.19)

Research

- Routinely evaluate Websites for authenticity when using them (3.14)
- Explain effective search strategies to locate and retrieve electronic information, e.g. understand and use syntax and Boolean logic operators (1.54)
- Identify capabilities of technology resources and understand how they can be used for lifelong learning (1.59)
- Know how to select and use search engines. Understand the differences between search engines (1.53)

ARLINGTON PUBLIC SCHOOLS—NOTICE OF NONDISCRIMINATION

The Arlington Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, age, gender, sexual orientation, marital status, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

6:55 p.m. History/Social Studies D. Conklin, C Power, 8th Grade Civics Team

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	History_SS_SC_Presentation_1.23.20.pdf	History -SS SC Presentation

ARLINGTON HIGH SCHOOL
HISTORY & SOCIAL STUDIES DEPARTMENT

School Committee Presentation

Thursday, January 23, 2019

Denny Conklin- History & Social Studies Director, K-12

@APShistorydept

Elementary Update

Crystal Power, K-5 Social Studies Coach

@APShistorydept

ELEMENTARY SOCIAL STUDIES

"The purpose of elementary school social studies is to enable students to understand, participate in, and make informed decisions about their world. Social studies content allows young learners to explore relationships with other people, to institutions, and to the environment, and equips them with knowledge and understanding of the past. It provides them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally."

- National Council for the Social Studies

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ELEMENTARY- SOCIAL STUDIES COACH

What does a social studies coach do?

- Build relationships
- Facilitate in-district professional development; coordinate additional PD opportunities
- Advise and assist with creation & implementation of common assessments; analyze data and plan next steps with teachers/admin
- Adapt, revise, or create curriculum units to align with revised 2018 History and Social Science Frameworks
- Model and coach effective teaching with History and Social Science Practice Standards in mind
 - How to teach historical thinking skills

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DISTRICT INITIATIVES: K-5

- **K-5: History and Social Science Practice Standards**
 - Teacher PD to strengthen understanding of standards and how to integrate into existing curriculum
- **Fifth Grade**
 - Implementation of new common assessment; district databank
- **First Grade Curriculum**
 - New scope and sequence aligned to 2018 Frameworks
 - Revision of units to be more culturally responsive and representative of modern societies in North America and Africa
- **Teacher PD**
 - Building teachers' content knowledge
 - Building teachers' background knowledge

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FUTURE INITIATIVES: K-5

- District-wide pilot of new grade 1 curriculum units
- Revision of grade 2 curriculum
- Creation of supplementary materials for Grade 5 (Historical Thinking)
- Revision of grade 4 curriculum
- Professional development opportunities to reinforce the understanding of the History and Social Science Practice Standards.
- Professional development opportunities to continue to build teacher expertise related to units of study

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Secondary Update

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DEPARTMENT GOAL 19-20

Essential Questions:

1) Why is research an important skill for students in the 21st century?

2) What skills are necessary in order to do research? How do these skills get scaffolded and reinforced in grades 6-12?

3) What does authentic, transferrable and adaptable research look like?

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DISTRICT INITIATIVES: 6-12

1) Explore our existing attitudes and practices towards research
2) Find out how students feel about research and what they need
3) Read current scholarship on historical research
4) Analyze data from student surveys; root-cause analysis
5) Identify important skills needed in order to research
6) Establish research skill focuses in grades 6-12
7) Create a schedule to reinforce research skills within each grade
8) Create common research tasks 6-12
9) Revise and use 6-12 research rubric



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MAJOR WORK THIS YEAR

	Overall Goal	Gathering Evidence	Organizing Evidence	Claim	Writing About Research	Citations	Time Mangement/Org
Grade 6	Conduct short research projects to answer a question, drawing on several credible sources.	-Locate sources (begin with teacher curated sources, model how to enter effective search terms on Google and sort through search results) -Source credability	-Taking notes (can intro NoodleTools), note-catchers -Paraphrasing (and what is plagiarism)	-What is a claim? -Identify a claim (and supporting evidence) in a text -Teacher-guided claims (mini-DBQs)	Writing a strong body paragraph (introducing main ideas, using evidence, analyzing evidence, transition between ideas)	Students will give basic citation information for sources (ex: title of book/article/website and/or author)	-Teacher created checkpoints/due dates -Teacher check ins on progress
6 Common Assessments		Nile DBQ	Nile DBQ	Nile DBQ	Nile DBQ	Nile DBQ (basic in text citations)	
Grade 7	Conduct short to mid-length research projects to answer a question, drawing on several credible sources.	-Source reliability (includes bias and point of view) -Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. -Intro to analyzing charts, graphs, maps as evidence	-Review and reinforce paraphrasing -Organizing research into outlines or graphic organizers (can use NoodleTools)	-Teacher guided claims (support/refute/modify) -Review defintion/characteristics of a claim -Student-generated claims	Introductions with claims	-Within the text, students will give a basic citation (ex: title of book/article/website and/or author) -Students will list sources at the end of a project/paper with the goal of doing at least one citation properly using MLA format	-Teacher created checkpoints/due dates -Teacher directed long term planning between check points
7 Common Assessments							
Grade 8	Conduct short as well as more sustained research projects to answer a question (including a self generated question), drawing on several sources and generating	-Finding evidence where two or more texts provide conflicting information on the same topic -Use of Supreme Court cases, newspapers, magazines, op-eds and other persuasive writing/media to	-Good evidence vs. best evidence (what a source explicitly says as well as inferences drawn from the source) -By the end of 8th grade, all	Student-created claims based on presearch	Conclusions	Creating an MLA formal works cited page	-Teacher created checkpoints/due dates -Teacher directed long term

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8th Grade Civics:
Power, People & Progress

Teachers: Eric Bakke, Lucy Conroy,
Nikki Hoctor, Todd Sundstrom

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SO FAR THIS YEAR...

UNITS

- Influences & Foundations of American Democracy
- Founding Documents & Colonial History
- Democracy in Action
- "E Pluribus Unum" (Federal Government)

LEARNING EXPERIENCES

- Digital Portfolio
- Stranded Scenario
- Iroquois Nations Great Law of Peace
- Creating Political Campaigns (Election of 1824)
- Creating 3rd Parties
- Debates
- Current events

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CIVICS- TEACHER PERSPECTIVE

SUCCESSES

- Student engagement
- Respectful mature discussions
- Development of empathy
- Opportunity to easily connect to current events
- Inclusion and diversity

CHALLENGES

- Large amount of resources
- Every district is following a unique path

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CIVICS- TEACHER PERSPECTIVE

- Students enjoy talking about and giving opinions on current events as they are happening
- Students have expressed appreciation for someone explaining it to them! (laws, social debates, or just government structure)
- Students enjoy hands on activities related to Civics
 - Legislation Card Game
 - Create Campaign Bumper Stickers
 - Communicating with their actual representatives

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FROM THE STUDENTS:



"Since our country has been going through a lot of changes this year, I found civics very helpful, and helped me understand what was going on with my county's government."

"We are just starting to become more involved with things going on in our community, and our world, because we are old enough to go out alone and have our voices heard . . . I didn't know about things like Gerrymandering, or the tribes that were here before the Europeans. I really like this type of history."

"We have our own ideas and this class lets us experiment with them."

"We know little about the government . . . It will be good for later on in life, to really know what you are voting for."

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WHAT IS NEXT

- State and Local Government
- Racial Equality
- Women's Equality
- Immigration
- Equality for Everyone
- Civic Action Project

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NEW INITIATIVES 9-12

- Modern World History (9th): Focus on contemporary history so students can explain the world today: new units on UN, EU, UDHR; Conflict in the Middle East; Modern China; Modern Russia, Modern Africa, Migration & Latin America
- US 1 (10th): Native Peoples
- New courses this year: SUPA Personal Finance, Social History Through Sports, AP Human Geography
- New courses next year (pending approval): Gender & Society

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BY THE NUMBERS

- SY 19-20:
 - 246 students took AP Exams
 - 78% scored 3 or above
 - 58% scored 4 or above
- SY 20-21:
 - Department enrollment is up 5% (from 1429 to 1506)
 - 106% enrolled (and there is no senior requirement)
 - AP enrollment is up 19% (from 279 to 333)

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THANK YOU FOR YOUR SUPPORT!
QUESTIONS OR COMMENTS?

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Town of Arlington, Massachusetts

7;15 p.m. Arlington Community Education Summer Fun Update, J. Rothenberg

ATTACHMENTS:

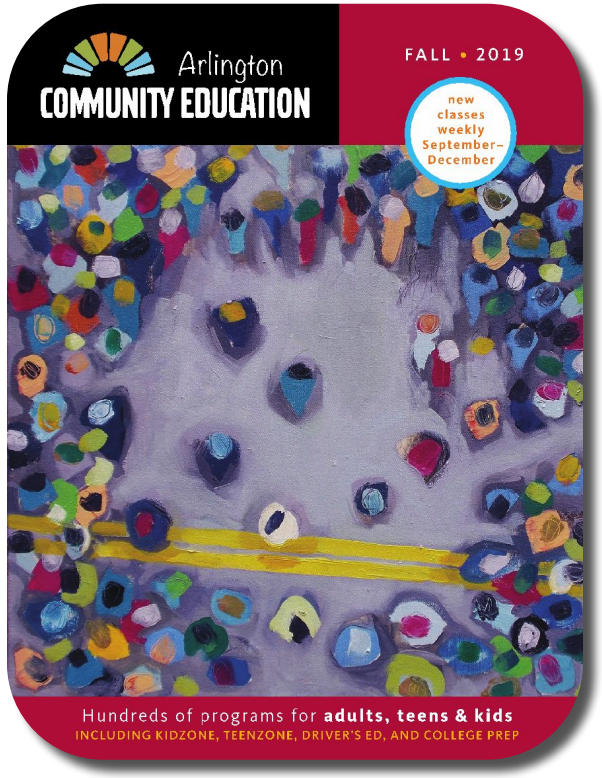
	Type	File Name	Description
🗋	Reference Material	School_Committee_1.2020.pdf	Community Education

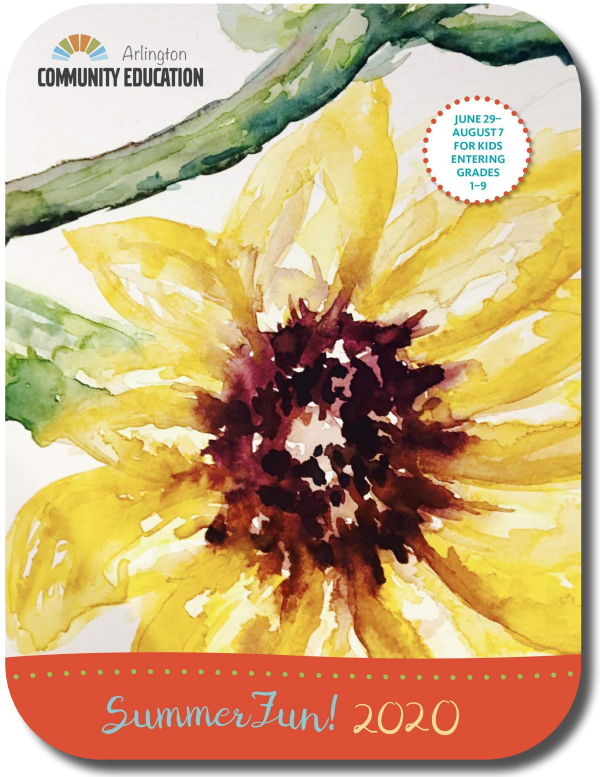
Arlington
COMMUNITY EDUCATION

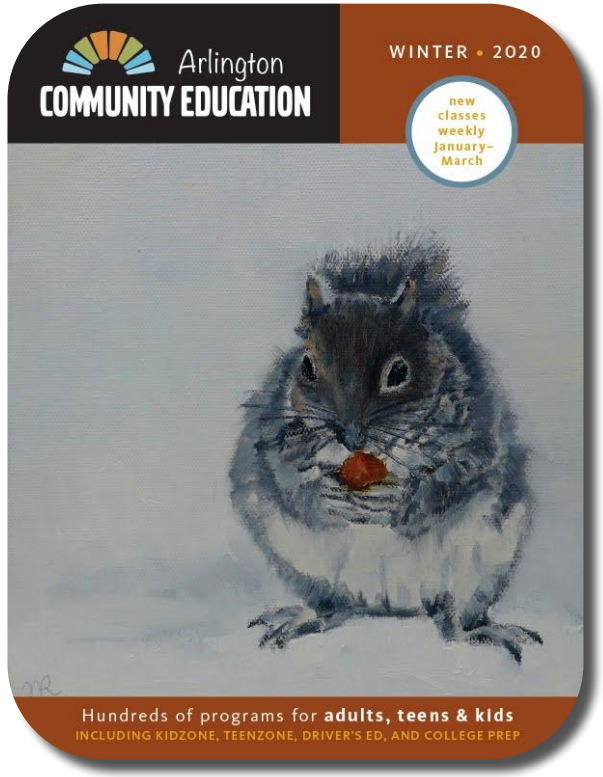
Report to the School Committee

January 23, 2020

Who We Are







Arlington Community Education is entirely self-supported from tuition and receives no funding from the Arlington Public Schools or Town of Arlington.

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Who We Are







- Offer quality, affordable enrichment opportunities
- Serve culturally diverse population of Arlington and surrounding towns
- Design courses for all interests, all ages
- Build informed, connected community
- Meet practical needs

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Staff

- Jen Rothenberg, *Director*
- Andrea Loeb, *Youth Programs Manager*
- Stephanie Madden, *Adult Program Coordinator*
- Tanya Serrao, *Youth Program Coordinator*
- Nina Coles, *Business Manager*
- Tracey Dramstad, *Registrar*
- Lisa Cohen, *Communications Coordinator*
- Franca Duffy, *Evening/School Site Coordinator*
- Jamie Webster, *Evening Coordinator*



and...former Director,
Donna Eidson



Pictured from left: Tracey, Franca, Nina, Andrea Jen, Stephanie, Lisa, and Tanya

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Additional Staff...

- 125 adult, 60 youth instructors per term
- 60 APS staff instructors across programs
- 8 Elementary Onsite Coordinators
- 10 AHS students as evening culinary, front desk, tech assistants
- 50 AHS students as SummerFun Counselors
- 1 High School Office Intern





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Youth Programming

- High School
- KidZone: grades K-5
- TeenZone: grades 6-8
- VacationFun: grades 1-9
- SummerFun: grades 1-9
- Family Nights Series



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High School Highlights

- College Prep
- Driver's Ed
- Social/Emotional
 - Self Defense
 - Financial Literacy
 - Our Whole Lives
 - Mother/Daughter Workshop



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KidZone/TeenZone Highlights

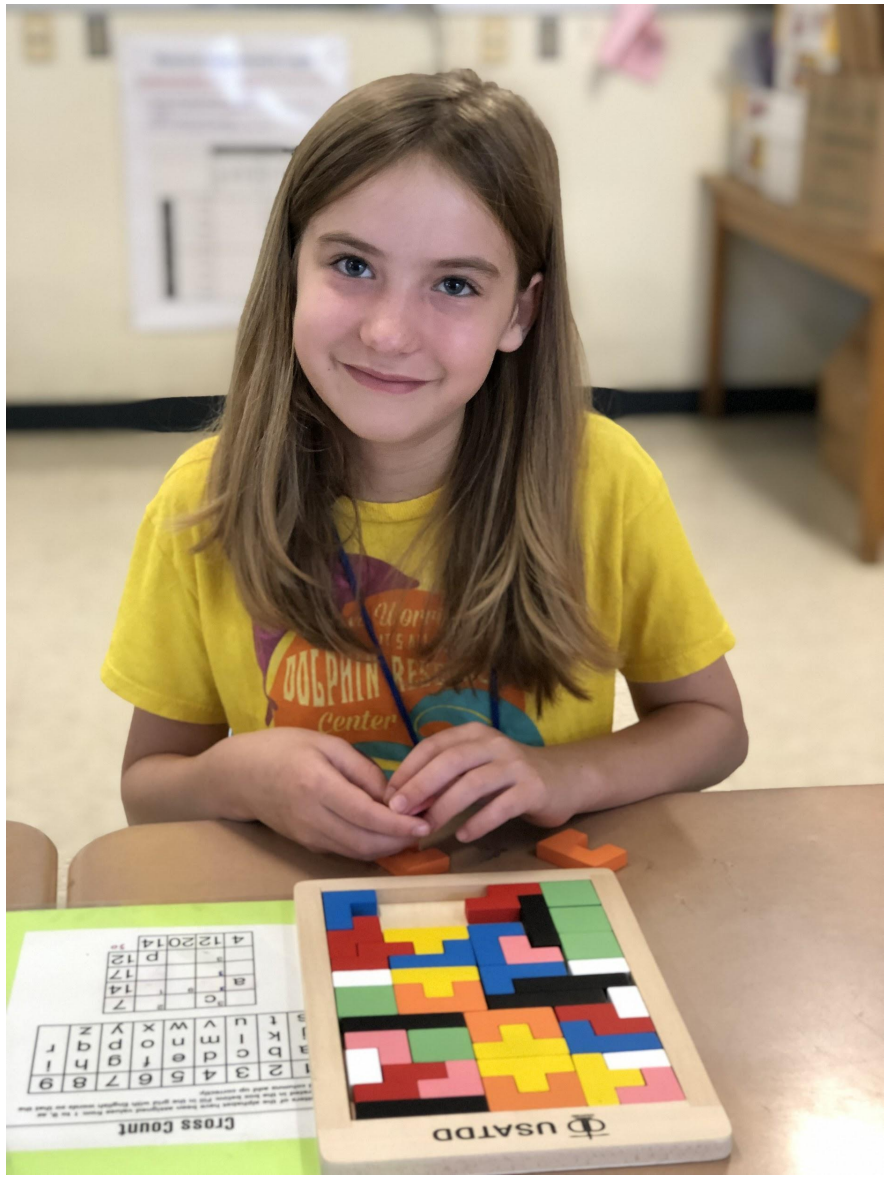
- Partnerships
- Youth Running Programs
- Keyboarding
- Chess
- Things You Should Know



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Challenges

- High School
 - Engagement
 - Teacher Involvement
- KidZone
 - SPACE!



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VacationFun

- February: 4-day program (139 155 students)
- April: 4-day program at AHS (127 102 students)
- Held at AHS



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SummerFun

- 6 weeks for Grades 1-9
- 375-450 students per day
- 255 Classes
- 1185 distinct students
- 50 APS staff as instructors
- 2 Directors
- 50 AHS Teen Counselors





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SummerFun Challenges

- Air Conditioning
- Parking
- Program Growth



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Adult Highlights

- Enrollment growth
- Expanded program offerings
- More daytime/weekend programs
- Partnerships with local businesses, organizations and Town departments
- NEW Adult travel!
 - Italy with EF Travel Fall ‘20
 - New England day trips by bus



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Central School/Senior Center

- **Programs**
 - Council on Aging
 - Daytime Classes

- **Challenges**:
 - Loss of space during renovation
 - Budgetary
 - Communication



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Rebuild Challenges/Future of ACE

- **Exterior**:
 - Building pedestrian access
 - Parking
 - Construction site
- **Interior**:
 - Loss of program space during phasing (Old Hall, Gyms, Kitchens, Woodshop)
 - Relationship building in AHS/around town
 - Shrinking enrollments?
 - Plan ‘B’



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7:35 p.m. Collaborative Program Solving, M. Janger

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	AHS_CPS_SC_Introduction_2019-20.pdf	AHS CPS SC Introduction

Arlington High School



CPS Roll-Out 2019-20

Collaborative Problem Solving

- Evidence-based approach for helping children with behavioral challenges.
- Challenging kids lack the skill, not the will, to behave well – specifically skills related to problem solving, flexibility and frustration tolerance. the skills they need to succeed.
- Schools need a combination of skills and processes to support collaborative problem solving

CPS Goals and Impacts

- Improve Student Behavior
 - Discipline - reduced suspensions by 61%
 - Mental Health - Attendance
 - Intrinsic Motivation
 - Equity
 -
- Support Teachers -
 - Collaboration and Coordination
 - Skill building
 - Time for collaboration and coaching
 - Job satisfaction - autonomy, mastery, purpose

Collaborative Problem Solving

- Piloted over the last 2 years
- All staff received training with Dr Ablon
 - 1 hour video
 - 2 live trainings
- 25+ Teachers 3-hour Introductory Training
- 13 Teachers Tier 1 Trained - 2017-18
 - Receive biweekly coaching - 2018-19
- 7 Teachers Tier 1 Trained - 2018-19
 - Receive biweekly coaching - Spring 2019
- Book - School Discipline Fix

Collaborative Problem Solving SY 2020

- Opening Day and November Training
 - Eliminate mandatory PD and meetings
- Twice Monthly Coaching During Building Meeting and PD Time
- Team leaders will track students and notify teachers when their students are discussed.
- Tier 2 Training Group
- Ongoing Program Evaluation - LINK

Philosophy

Kids do well if they can.

vs.

Kids do well if they want to.

Philosophy

Kids do well if they can…

Philosophy

Kids do well if they can...

...if they can't, something is getting in the way. We need to figure out what so we can help.

Good news... with our help, they can do better

Current Practice

Kids learn to use challenging behavior to get things (e.g., attention) or escape/avoid things (e.g., work)

Logical Solution

Make them want to…

Motivate compliant behavior with rewards and punishments (or lower expectations).

(e.g., grades, sticker charts, point systems, detentions, suspensions, other consequences, and modifications)

What Incentives and Consequences Do and Don't

DO: Teach basic lessons and provide external motivation

DON'T: Teach complex thinking skills, build relationships, help kids stay regulated.

Impact of Rewards and Punishments

Tangible rewards = Less Intrinic Motivation

Teaches that we don't think they want to learn and that learning is not intrinsically valuable

Increases fixed mindset and decreases growth

Punishments dysregulate kids -> more punishment

Unconventional Wisdom

It's a Learning Disability!

Kids exhibiting challenging behavior are delayed in the development of crucial skills or have difficulty applying skills when most needed.

The Pitch

- Kids do well if they can - not if they want to
- Neuroscience shows that challenging kids lack the skill, not the will, to behave well
 - Problem-solving, frustration tolerance, flexibility

- Goal: Help child solve problems and develop skills
- How? Using a problem-solving process that builds skills, confidence, and relationships

Three Approaches to Unmet Expectations

Plan A - Meet adult expectation or else. Make them want to. Rewards and punishments.

Plan B - Collaborative Problem Solving around the adult expectations and the child's lagging skills or unsolved problems

Plan C - Remove the expectation to avoid challenging behavior

Assess

Three Lists

1. Challenging Behaviors
2. Problems to be Solved
3. Lagging Skills

Because

Problems to Be Solved - Challenging Situations

+

Lagging Skills

=

Challenging Behavior

Assess

PROBLEMS TO BE SOLVED	LAGGING SKILLS	CHALLENGING BEHAVIORS
The situations **WHEN** the child has difficulty. Also known as expectations, precipitants, antecedents, triggers or contexts that can lead to challenging behavior. When making your list, describe the who, what, when and where and be specific!	The reasons the child is having difficulty handling these specific situations. Use the list of problems as your clues and refer to the list of lagging skills on the next page. If the problems to be solved are the WHEN, the lagging skills are the **WHY**.	The challenging behaviors are the observable responses that often bring up the greatest concerns for adults and parents. Examples are yelling, swearing, refusing, hitting, crying, shutting down etc.
List #2	**List #3**	**List #1**

THINKING SKILLS REFERENCE SHEET

Language and Communication Skills

- Understands spoken directions
- Understands and follows conversations
- Expresses concerns, needs, or thoughts in words
- Is able to tell someone what's bothering him or her

Attention and Working Memory Skills

- Stays with tasks requiring sustained attention
- Does things in a logical sequence or set order
- Keeps track of time; correctly assesses how much time a task will take
- Reflects on multiple thoughts or ideas at the same time
- Maintains focus during activities
- Ignores irrelevant noises, people, or other stimuli; tunes things out when necessary
- Considers a range of solutions to a problem

Emotion and Self-Regulation Skills

- Thinks rationally, even when frustrated
- Manages irritability in an age-appropriate way
- Manages anxiety in an age-appropriate way
- Manages disappointment in an age-appropriate way
- Thinks before responding; considers the likely outcomes or consequences of his/her actions
- Can adjust his/her arousal level to meet the demands of a situation (e.g., calming after recess or after getting upset, falling asleep/waking up, staying seated during class or meals, etc.)

Cognitive Flexibility Skills

- Handles transitions, shifts easily from one task to another
- Is able to see "shades of gray" rather than thinking only in "black-and-white"
- Thinks hypothetically, is able to envision different possibilities
- Handles deviations from rules, routines, and original plans
- Handles unpredictability, ambiguity, uncertainty, and novelty
- Can shift away from an original idea, solution, or plan
- Takes into account situational factors that may mean a change in plans (Example: "If it rains, we may need to cancel.")
- Interprets information accurately/avoids over-generalizing or personalizing (Example: Avoids saying "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid," or "Things will never work out for me.")

Social Thinking Skills

- Pays attention to verbal and nonverbal social cues
- Accurately interprets nonverbal social cues (like facial expressions and tone of voice)
- Starts conversations with peers, enters groups of peers appropriately
- Seeks attention in appropriate ways
- Understands how his or her behavior affects other people
- Understands how he or she is coming across or being perceived by others
- Empathizes with others, appreciates others' perspectives or points of view

Plan B

EMPATHIZE - Clarify the child's concern

- Clarifying questions
- Educated guesses
- Reflective listening
- Reassurance

SHARE - adult concerns

COLLABORATE - Brainstorm, assess and choose solution

- Mutually satisfactory and realistic
- Follow up plan to enact the solution and revisit the problem, if the solution doesn't work

Discipline Trends

Number of Out of School Suspensions (LINK to Presentation)

- 2014-15 - 56
- 2015-16 - 53
- 2016-17 - 76
- 2017-18 - 47
- 2018-19 - 34 - 55% drop over 2 years
- 2019-20 - 16 to date? Almost all drug related

Outcomes

2017-18

47 total suspensions (42 total students)

Decrease:

- 12 substance
- 16 conflict (3 staff)
- 16 disruption (e.g., vandalism)
- 1 chronic
- 1 outside felony

2018-19

34 total suspensions (31 total students)

Decrease:

- 18 substance
- 9 conflict (1 staff)
- 6 disruption (e.g., theft)
- 1 chronic

Evaluation

Mid-year evaluation

- Tie training to teacher behavior and treatment to student outcomes

- Philosophy and Understanding - High
- Application - Moderate
- Positive changes in Philosophy and Impact
- Attention to teacher burnout

Collaborative Problem Solving Resources

Think:Kids - www.thinkkids.org/

The School Discipline Fix - Stuart Ablon

Lost at School - Ross Greene

Changeable - Stuart Ablon

Social Emotional Learning



Cultural Competency

Responsiveness to:
Culture
Identity
Stereotyping
Bias
Justice/Historical Injustice

Town of Arlington, Massachusetts

8:00 p.m. Update on LABBB Report, A. Elmer Special Education present on items needed to substantially complete implementation of the LABBB inclusion report recommendations

Summary:

- What recommendations need updating
- Which recommendations will be completed
- Which recommendations will no be pursued

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	School_Committee_01.23.20.pdf	SC Presentation
🗋	Reference Material	LABBB_report-_Findings___Recommendations.1.pdf	LABBB Report

Arlington Public Schools

SPECIAL EDUCATION SCHOOL COMMITTEE PRESENTATION

JANUARY 23, 2020

LABBB Program Evaluation

"This evaluation is focused on the specific area of inclusionary practices for students who are determined eligible for special education….to assist in having a guided and focused discussion that will enable effective short and long-range planning."

- LABBB Collaborative: Arlington Inclusionary Practices (2017)

TIMELINE

- Record review October 2017
- Onsite observations October & November 2017
- Interviews November & Dec 2017
- Final report issued in May 2018
- Report presented to School Committee in September 2018
- Second presentation on implementation to School Committee in June 2019

Findings

- Issued thirty-three (33) findings which fell into the following broad categories:
 - "Pre-referral"/Multi-tiered Systems of Support
 - Teacher Assistants
 - Co-teaching/Inclusion services
 - IEP Development & Evaluation
 - Communication/Internal processes

Recommendations & Explanations

Report followed with recommendations in these areas:

- Student Support Team Process
- Co-Teaching Model of Instruction
- Professional Development
- Team Meetings
- Assigning Teaching Assistants
- Administrative
- Transition Practices
- Evidence-Based Practice
- Program Development
- Entrance/Exit Guidelines
- Program and Staffing Oversight

Report went on to offer "explanation[s] that [are] intended to further expand on the rationale for the recommendation."

Appendix

- While time and scope of the evaluation did not allow evaluators to observe the substantially separate programs, speak with staff, or review records and materials associated with the programs, they included an appendix with four additional recommendations and further explanations specific to the in-district special education programs.

District-Wide Inclusionary Practices
LABBB Collaborative Report



Recommendations

Student Support Team Process

- The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports.)
- The district needs to continue the efforts that have been put forth in the implementation of the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports.)

Actions taken

- Creation of a shared drive for all schools to access SST materials, protocols, resources.
- District team (Supt, Asst Supt, Sp Ed Director, SEL/Guidance, Math Director, ELA Director, ELL Director, High School Principal, Middle School Principal, and (2) Elementary Principals) attended DESE MTSS Institute in Sept 2019. District-wide team is registered for Feb 2020 follow-up Institute.
- District team participation in year-long Systemic Student Support "S3" Academy run by Boston College and the Rennie Center.
- District gathers information annually and shares with building administrators on both referral source and eligibility determination.
- Applied for 2019 School Climate Transformation Grant Program. Grant application outlines extensive proposed actions regarding MTSS.
- Data-wise training provided by Teachers21 to District Admin, reading specialists, and volunteer school-based staff.

Budget implications

- Assistant Director for School Counseling and SEL
- Elementary assistant principals

Co-Teaching Model of Instruction

- The district needs to review the current co-teaching and in-classroom support practices and establish a clear and consistent approach to these models across the district.
- Should the district move toward developing more co-teaching models across the grade levels, there will be a need to maintain a balanced enrollment in co-teaching classes.
- Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.

Actions taken

- General ed/special education teams sent to off-site co-teaching workshops.
- On-site coach/consultant currently work with teaching staff and administrators in grades 6 – 12.
- New elementary schedule implemented to allow for common instructional blocks across grade levels.
- Opened more sections at the high school to allow for enrollment balance.
- Expanded co-teaching to more learning communities at Gibbs.

Budget implication

- Professional development
- Consultant
- Learning specialists/special education staffing increases
- General education staffing increases

Professional Development

- For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.
- Recognizing the limited time available to teaching assistants, the district needs to provide these assistants with substantial professional development and ongoing support.
- The district needs to continue with the design of a district-wide training program to be shared with all staff that will increase their general awareness level regarding special education terminology, practices, procedures, regulations, and available services within the district.

Actions Taken

- Created an "all district" training for the "basics" of special education that is now part of the required annual staff training at the beginning of the school year.
- Creation of a weekly communication to all special education staff regarding state and federal special education regulations and requirements.
- New Teacher Orientation for special educators included a "scavenger hunt" of district and state resources on special education policy, procedure, & regulations.
- Legal counsel presentation to administrative staff during August retreat.
- New Teacher Orientation special education training focus on supporting students in inclusion.
- Common planning time/team time in elementary schedule.
- AEA joint committee on Special Education spent the year collecting and analyzing district-wide data on staff needs for professional development/training as it relates to the inclusion of special education students and diverse learners. Shared this analysis with each building principal, Curriculum Directors, Asst Supt/Supt.
- DESE revising professional tool "Is Special Education the Right Service." District special education administrators, team chairs, and psychologists participated in state-wide feedback sessions. Follow-up from state is forthcoming, as well as other stakeholder feedback sessions.
- See detailed account of professional development (SC presentation June 2019)

Budget Implications

- Professional development
- Instructional coaches
- Job-embedded, on-site consultants

Team Meetings

- The director should consider the following strategies to maximize administrative efficiencies and communication within the department.
 - *Establishment of Special Education "Chain of Communication Command"*
 - *Establishment of an Assessment Handbook*
 - *Procedural Manual*
 - *Team Decision Making (learning specialists/special education teacher complete initial academic testing)*

Actions taken

- “Communication ladder” was created and exists both for families and for staff members. Families can locate on the District website. Internal document shared and is provided to new staff annually.
- New Special Education orientation includes a "scavenger hunt" of on-line department resources.

Assigning Teaching Assistants

- The district needs to establish guidelines by which teaching assistants are assigned to a student, a group of students, a program, or a classroom.

Actions taken

- Began a review of rubrics shared from other districts.
- Implementing pilot of selected rubrics.
- Business office and human resources created internal checks in hiring practices.
- All special education staff training at beginning of school year focused on the use of adult support in the inclusive classroom and the emphasis on promoting independence. DESE advisory shared with participants.
- New teacher training for all educators provided by the Special Education Director focuses on the use of adult support in the inclusive classroom and the emphasis on promoting independence. DESE advisory also shared with participants.

Administrative

- Administrative oversight of special education programming, services, and special education personnel needs to be redefined as to the structure within the Department of Special Education.

Actions taken

- The AEA Joint Committee worked the previous year (2017-18) on reviewing job descriptions.
- The related service providers, including Team Chairpersons, have been working with Wediko Children's Services on a logic model description of the services they provide.
- Director of Human Resources, with input from Asst Sup and Director of Special Education, created a "Google Classroom" for staff that begin after the orientation period

Transition Practices

- Transition practices need to be structured in a more sequential and consistent manner between the various school levels.

Actions taken

- Memorialized the PK - K transition procedures/timelines; Used existing transition procedures from fifth to sixth and again at sixth to seventh grade transitions.
- Memorializing the middle to high school transition procedures/timelines.
- Recommendation addresses general education practices that are not undertaken by the special education department

Evidence-Based Practice

- There needs to be a thorough review of evidence-based practice that is applicable to the various special education instruction, in-classroom support, and support programs currently operating within the district.
- The administration should have a unified data collection system for measuring student progress against student IEP goals.

Actions taken

- The process that was described in report reflects the work shared with the evaluators regarding the “Logic Model” development the District has been engaged in with Wediko Children’s Services (SC presentation 06.06.19 & 10.27.16)
- Purchase of an "Executive Function" curriculum for pilot in the middle school.
- Need to develop family education/training on purpose of academic support.
- “EF” strategies need to be embedded into the work of general educators.
- Continue to work with Dr. Melissa Orkin on interpreting assessment data, developing profiles, determining interventions, designing instruction, develop goals & objectives for literacy (reading & writing.)

Budget Implications

- Professional development
- Consultant(s) to program development
- Instructional materials

Program Development

- The district needs to further develop and expand program options for the special education population.
- The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.

Actions taken

- The department reviews placement data annually and determines where needs arise as part of our budget process.
- Added staffing to the Summit Program at OMS and the Compass program at AHS.
- High school Summit program participating in consultation with MacLean's Hospital.
- Director of Special Education & Director of School Counseling creating a district-wide Behavioral Health Team to address needs of this professional population, as well as assess district resources and capacity.
- Dr. Elizabeth Keefe (Stonehill College) worked with AHS & Stratton SLC-A .
- Wediko Children's services continued consultation to Dallin SLC program and worked with RSPs throughout the year.

Budget implications

- The SLC figures have dropped at Brackett & Dallin (12 & 10 students respectively as of Nov 2019) and projections based on current student populations do not predict a significant increase for SY20-21. Therefore the requested staffing increase in the five-year plan is not needed next school year at the elementary level.
- Consultant(s)

Entrance/Exit Guidelines

- There needs to be clear and concise entrance and exit guidelines in place for all special education programs and services that are well-established and followed.

Actions Taken

- This work is being addressed by the Wediko consultation to sub-separate programs and development of logic models.
- Related Service Providers (SWs, OTs/PT, SLPs, School Psychs, Team Chairs, TVI, BCBA, AT & AAC) met throughout the year during early release time to create logic models and service delivery goals/objectives, establish short and long-term goals for service and discharge.

Budget implications

- Consultant

Program and Staffing Oversight

- The district has developed and invested in some very successful programs for disabled students within the district. Efforts need to be made to ensure that they continue to meet the needs of the students for whom they were developed, and that staff members receive the supervision required to remain effective.

Actions taken

- Supervision and evaluation roles are defined by the collective bargaining agreement.
- Continuation of monthly meetings with individual principals and special education coordinators/Director.

Questions



CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Student Support Team Process	The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	There are varying degrees of implementation of the SST process throughout the district. For the process to be more effective at each school, a more deliberate structure is required. Once the process is more uniformed and consistently practiced, referrals for special education may be reduced.	Creation of a shared drive for all schools to access SST materials, protocols, resources; District team participation in year-long Systemic Student Support “S3” Academy run by Boston College and the Rennie Center.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Student Support Team Process	The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	If utilized properly, the SST process is an effective tool. When a student has been referred to special education for an evaluation after going through the SST process, the referral is considered to be a more legitimate referral. There is currently a sense that the SST process can be an obstacle to making a referral, suggesting that it is "just another step to go through." There are reported examples where parents will circumvent the process by writing a letter to the school administration and requesting an evaluation under special education. While this cannot be completely prevented, further education for parents, and a more effective usage of the SST process, can lead to fewer parental and staff referrals.	District gathers this information annually and shares with building administrators on both referral source and eligibility determination. This information was not requested during the external evaluation process.
Student Support Team Process	The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	There needs to be a data review of those students who were processed through the SST team so that it can be determined which ones were found ineligible for special education. This type of analysis can provide the district with information that will indicate the kind of training that the SST team members should receive so only legitimate referrals are processed.	District gathers this information annually and shares with building administrators on both referral source and eligibility determination. This information was not requested during the external evaluation process.
Student Support Team Process	The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	The SST process is a general education process and members should be general educators. Based on their given expertise, special educators should be brought in to provide insight on students.	This recommendation expresses some inconsistencies in best practices for Student Support Teams. Special educations can and should be members of the Team.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Student Support Team Process	The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	On a consistent basis, building administrators need to participate as members of the SST process. Research clearly demonstrates that more effective change occurs in teaching practices when building administrators engage in the SST process.	This recommendation has been shared with District administrations and one barrier to the consistent implementation of this practice is the singular role of the elementary principal.
Student Support Team Process	The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	On a scheduled basis, SST team members need to rotate through team memberships so that all building staff members eventually participate in the process. This participation by all staff increases staff ownership to the process.	This recommendation is inconsistent with the local collective bargaining agreement
Student Support Team Process	The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	In order to gain a greater awareness and insight into effective strategies of intervention, professional development needs to be made available to the SST teams. Coaching of team members should also be part of the training experience so that their strategies of intervention can be assessed, revised, and expanded.	Applied for 2019 School Climate Transformation Grant Program. Grant application outlines extensive proposed actions; District team participation in year-long Systemic Student Support "S3" Academy run by Boston College and the Rennie Center.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Student Support Team Process	The Student Support Team (SST) needs to be more uniformly practiced throughout the district and aligned with the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	An updated manual that specifically outlines the purpose and function of the SST team should be developed. The roles and responsibilities of team members, uniformed applications that are consistently used, and a suggested list of intervention strategies based on the presenting student's central issue(s) should be included.	Creation of a shared drive for all schools to access SST materials, protocols, resources
Student Support Team Process	The district needs to continue the efforts that have been put forth in the implementation of the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	There is confusion, on the part of school-based personnel, as to whether or not the district is going to use the problem-solving strategy of RtI/MTSS. Staff members need to be informed that the district is moving forward with it and receive an explanation on how it will be implemented.	Student Support Teams are required under the legislation and MTSS is the DESE's guiding initiative. It is unclear what directive this recommendation is seeking.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Student Support Team Process	The district needs to continue the efforts that have been put forth in the implementation of the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	The RtI/MTSS problem-solving model is a systematic approach that reviews student strengths and needs, identifies scientifically based interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of the interventions implemented with the student. Problem-solving is a model that is used, as the first means, to solve student difficulties within the general education classrooms. If problem-solving interventions are not successful in general education classrooms, the cycle of selecting interventions and collecting data is repeated with the assistance of the Problem-Solving Team	Data-wise training provided by Teachers21 to District Admin and volunteer school-based staff.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Student Support Team Process	The district needs to continue the efforts that have been put forth in the implementation of the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	The purpose of the problem-solving process is to assist the classroom teacher and parent(s)/guardian(s) in designing and selecting strategies for improving student academic and/or behavioral performance. The intent is to develop academic and behavioral intervention strategies that have a high probability of success. A structure is provided for addressing the academic and/or behavioral concerns identified by teachers or parents. A problem-solving process requires full collaboration among a team of professionals, along with parents, to identify a specific measurable outcome, and to design research-based interventions that address the concerns. The district must integrate the use of data, both to guide the development of effective interventions, and to provide frequent monitoring of a student's progress. The process includes an assurance that interventions are implemented with fidelity. Family engagement in the process is vital to guarantee that all information which might impact success is considered.	Data-wise training provided by Teachers21 to District Admin and volunteer school-based staff; District team participation in year-long Systemic Student Support "S3" Academy run by Boston College and the Rennie Center.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Student Support Team Process	The district needs to continue the efforts that have been put forth in the implementation of the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	The RtI/MTSS process is similar to the SST process. Many consider the RtI/MTSS process to be more comprehensive in scope and more grounded in evidence-based "best practice." These two approaches could be wedded so that school-based personnel have the "best of the two" to assist them in formulating instructional and behavioral interventions for assisting students who exhibit difficulties in learning and self-regulation.	Under the DESE's guidance, MTSS is not a process, but a framework. SST exists *as part of* a multi-tiered system of supports and the distinction made in this recommendation is inconsistent with this understanding; District team participation in year-long Systemic Student Support "S3" Academy run by Boston College and the Rennie Center.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Student Support Team Process	The district needs to continue the efforts that have been put forth in the implementation of the RtI (Response to Intervention) and MTSS (Massachusetts Tiered System of Supports).	The RtI/MTSS process has proven to be an effective, preventive intervention for students experiencing learning, social, and behavioral difficulties when special education and general education are merged.	Under the DESE's guidance, MTSS is not a process, but a framework. SST exists *as part of* a multi-tiered system of supports and the distinction made in this recommendation is inconsistent with this understanding.
Co-Teaching Model of Instruction	The district needs to review the current co-teaching and in-classroom support practices and establish a clear and consistent approach to these models across the district.	To properly operate the co-teaching and in-classroom instructional support models, there needs to be clear, concise, and agreed upon statements that stress the purpose and intent of these two separate models of instruction. There is confusion among school staff as to exactly what the co-teaching and in-classroom models are and how they are to function. Additionally, throughout the district, there are varying perceptions of the role and function of a special education teacher assigned to a general education classroom.	General ed/special education teams sent to off-site Co-teaching workshops

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Co-Teaching Model of Instruction	The district needs to review the current co-teaching and in-classroom support practices and establish a clear and consistent approach to these models across the district.	Based on the requirements of the district's Department of Special Education, the district's belief system, its culture, and its mission, co-teaching and inclusion descriptors need to be framed.	General ed/special education teams sent to off-site Co-teaching workshops
Co-Teaching Model of Instruction	The district needs to review the current co-teaching and in-classroom support practices and establish a clear and consistent approach to these models across the district.	The descriptors need to incorporate evidence-based "best practice" and reflect the positive components of current practices at the individual schools.	General ed/special education teams sent to off-site Co-teaching workshops
Co-Teaching Model of Instruction	The district needs to review the current co-teaching and in-classroom support practices and establish a clear and consistent approach to these models across the district.	The descriptors need to indicate which model or models of instruction will be utilized and when they will be utilized. The four models commonly referred to are Supportive Teaching, Parallel Teaching, Complementary Teaching, and Team Teaching. A resource reference is A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning. R. Villa, J. Townsand & A. Nevin. Crown Press, California. Another resource is Co-Teaching, a handbook for creating and sustaining effective classroom partnerships in inclusive schools. Marilyn Friend, Greensboro, NC 27455-2590, www.coteach.com	General ed/special education teams sent to off-site Co-teaching workshops

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Co-Teaching Model of Instruction	The district needs to review the current co-teaching and in-classroom support practices and establish a clear and consistent approach to these models across the district.	The descriptors need to be developed in collaboration with all current participants of the co-teaching and in-class models, and these descriptors should be subject to periodic reviews and updates. The descriptors need to include a clear outline of the role each involved person plays in providing instruction within the classroom.	General ed/special education teams sent to off-site Co-teaching workshops
Co-Teaching Model of Instruction	The district needs to review the current co-teaching and in-classroom support practices and establish a clear and consistent approach to these models across the district.	Many districts are gradually eliminating the in-class model of support and are moving toward the co-teaching model of instruction, as Arlington is doing at the secondary level. This is a step that the district may want to explore at the elementary level to help reduce confusion over the two models. This change has enabled other districts to expand the roles of the two collaborating teachers and their impact on instruction. The distinction between the two models is that in class support is provided by paraprofessionals and sometimes special education teachers, while special and general education teachers conduct the co-teaching model.	this work will begin after working on the currently established partnerships (gr 6 -12). Implications for staffing, class assignment, scheduling need to also be addressed
Co-Teaching Model of Instruction	Should the district move toward developing more co-teaching models across the grade levels, there will be a need to maintain a balanced enrollment in co-teaching classes.	The evaluators have observed, in previous program evaluations, that co-teaching classes have a tendency to either become special education self-contained classes, or class enrollment becomes a higher percentage of students on IEPs than typical students.	Opened more sections at the high school to allow for this balance. Expanded co-teaching to more learning communities at Gibbs

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Co-Teaching Model of Instruction	Should the district move toward developing more co-teaching models across the grade levels, there will be a need to maintain a balanced enrollment in co-teaching classes.	Current research indicates that student ratios in co-teaching classes should be approximately two-thirds general education students to one-third special education students. However, the ratio certainly can vary, slightly, based on the type of needs (intensity) of the clustered group of students within a section.	Opened more sections at the high school to allow for this balance. Expanded co-teaching to more learning communities at Gibbs
Co-Teaching Model of Instruction	Should the district move toward developing more co-teaching models across the grade levels, there will be a need to maintain a balanced enrollment in co-teaching classes.	Should the number of co-teaching classes be expanded throughout the district, greater consideration must be given to matching students with" like needs" as they are clustered together into co-teaching sections. These groupings should have similar needs so that the instructional methodology presented by the collaborating teachers is relevant to the students' needs. One structural model that has been observed is the designation of one class at each grade level at the elementary level, and at least one content class at each grade level at the secondary level. Expansion of this example can occur as more staff members become interested in participating in the model. As more special education instructors decide to participate in the co-teaching model, the practice of "pull out" time for special needs students will be reduced.	Whether a student receives services in the "B grid" (inclusion) or "C grid" (pullout/sub-separate) is a team decision driven by the needs of the student and not based on whether a teacher prefers to participate in co-teaching. Any removal from general education has to be justified in the "Non-participation Justification" portion of the IEP.

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Co-Teaching Model of Instruction	Should the district move toward developing more co-teaching models across the grade levels, there will be a need to maintain a balanced enrollment in co-teaching classes.	Consideration has to be given to the learning styles of the students and the teaching styles of the co-teachers. Along with clustering students by needs, pairing teachers to the students is essential to make the model more effective with regards to student progress.	It is the responsibility of the teacher(s) to meet the needs of all students as highlighted in the Massachusetts Educator Evaluation Framework and the DESE created the Educator Effectiveness Guidebook for Inclusive Practices. Current practices for student placement take into consideration a wide number of factors and is done with the input of teaching staff and administrators.
Co-Teaching Model of Instruction	Should the district move toward developing more co-teaching models across the grade levels, there will be a need to maintain a balanced enrollment in co-teaching classes.	The district also needs to be cognizant of the number of English Language Learners and students on 504 plans that are placed in co-taught classes.	Current practices for student placement take into consideration a wide number of factors and is done with the input of teaching staff and administrators.
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	A continuation of the structured common planning blocks is imperative. The collaborating teachers need to have common planning time on a weekly, if not bi-weekly basis. Currently, all but three co-teaching teams have weekly common planning time.	
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	Scheduling students for these co-teaching classes prior to the development of the master schedule is necessary.	
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	There needs to be a clustering of students with special needs, emphasizing the need of balanced classes.	collective bargaining contract considerations
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	Co-teaching teams need to be committed to the model and remain together for several years in order to develop the cohesiveness that is required for this model to be effective.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	Professional development needs to be an ongoing activity for those staff engaged in the co-teaching model.	General ed/special education teams sent to off-site Co-teaching workshops
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	Co-teaching coaching support should be another aspect of professional development that is incorporated for support of the model and the staff.	General ed/special education teams sent to off-site Co-teaching workshops
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	Periodic meetings should occur throughout the school year for the collaborating teachers, building administrators, and curriculum department heads. These meeting should allow for the participants to explore and discuss their concerns, issues, success, and what changes need to be considered.	
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	Current participating staff members articulated that guidelines are lacking that address the issue of the roles and responsibilities of the two collaborating teachers within the co-teaching model.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	An operating manual/handbook needs to be developed that provides guidelines with respect to grading, homework assignments, examples of curriculum and instructional accommodation, sample behavioral intervention strategies, types of shared teaching activities that can be conducted, effective use of common planning time, suggested strategies for problem solving, sample test forms, progress reporting forms, suggested systems of communication, and the "how," "when," "what," "where" and "who" statements, etc. This type of organizational product will reduce, if not eliminate, confusion between and among teachers.	Shared resources may be developed and/or collected, but will likely exist in a shared drive or other electronic resource tool
Co-Teaching Model of Instruction	Should the administration make a firm commitment to the co-teaching model, several practices will need to be in place.	The teachers, with administrative assistance and oversight, should develop this operating manual. This can be conducted as a study group or as a summer workshop activity	Such a determination would come out of the work with our selected consultant

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	The district has done commendable work in providing professional development experiences on numerous topics of curriculum and instruction to school-based personnel over recent years. Professional development for all school personnel regarding a number of issues related to special education, however, has not been in place. Some examples of such development experiences include: best practices for instructing students with disabilities, legal issues, SST practices, the RtI/MTSS model, eligibility determination for services, dealing with challenging behaviors in the classroom, students with mental health needs, working with different disabilities categories in the classroom, etc.	Created an "all district" training for the "basics" of special education that is now part of the required annual staff training at the beginning of the school year. Creation of a weekly communication to all special education staff regarding state and federal special education regulations and requirements. New Teacher Orientation for special educators included a "scavenger hunt" of district and state resources on special education policy, procedure, & regulations. Annual mandatory training during Aug in-service days. New Special Staff Orientation training will orient staff will provide overview of programming, resources, and where to find them. Continuation of weekly communication to special ed and administrative staff. Legal counsel presentation to administrative staff during August retreats.
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	Arlington has many very highly qualified special education personnel with significant experiences that could be utilized to plan, develop, and provide trainings to faculty on a number of the topics.	Annually all school staff participate in a variety of mandated trainings during our return to school. The special education department created and received approval from the DESE for our presentation.
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	Professional development needs to be consistent across the district, and themes established for each school year should be maintained throughout.	AEA joint committee on Special Education spent the year collecting and analyzing district-wide data on staff needs for professional development/training as it relates to the inclusion of special education students and diverse learners. Shared this analysis with each building principal, Curriculum Directors, Asst Supt.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	Interviewed staff members expressed an interest in having more frequent and in-depth training opportunities that focus on the following: 1. Techniques/strategies for teaching students from social/emotional classes ✓ How to work as a team ✓ Establishing rules (for ourselves and for students) ✓ How to plan ✓ How to best provide instruction 2. Limited English students that may have a disability 3. What is a learning disability? 4. RtI levels 5. Co-teaching 6. Universal design 7. Strategies for general education teachers 8. How to assist the struggling student 9. Who is the average student? 10. Using the IEP as a learning tool 11. Modifying and accommodating 12. Classroom management of challenging behaviors 13. “More social emotional training and less curriculum” 14. Avoiding the pitfalls in special education 15. How to avoid litigation 16. How to work with various disabilities 17. IEPs and IEP writing 18. Working with students on the autism spectrum 19. How to fill out forms 20. Overview of special education laws and regulations	AEA joint committee on Special Education spent the year collecting and analyzing district-wide data on staff needs for professional development/training as it relates to the inclusion of special education students and diverse learners. Shared this analysis with each building principal, Curriculum Directors, Asst Supt.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	Interest was expressed for training in the area of eligibility determination. Staff members want a greater understanding of the difference between a typical student who is struggling and a student who is eligible for specialized instruction. They also want clarification on exactly what specialized instruction is.	
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	There needs to be a discussion of the issues of “What is right?” or “What is fair?” There was some expressed concern, frustration, and a lack of understanding regarding appropriate grading, student workload, and assignments for students with disabilities. Interviewed staff expressed interest in these issues and suggested that a study group format would be useful.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	Training needs to be designed by groups of professionals and support staff so that it is meaningful to them. The training experience should be designed with respect to the professional experience of the audience. Not all staff should be presented with the same information. Training needs to be designed with respect to the current knowledge and experience of the various groups and audiences. Specialists such as school social workers, speech and language therapists, psychologists, guidance counselors, etc., should have the opportunity to attend training that is specific to their field of expertise. In some cases, this may require off-site attendance at conferences and/or workshops. Another option would be to approach neighboring districts, through a collaborative, to see if they are interested in participating in the development of training for “low incidence” professionals. On-line training for school-based staff on these the above stated topics is another approach that should be considered.	District Professional Development Committee formation
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	When training is structured so that topics are dealt with in-depth and are combined with follow-up opportunities to review implemented practices, they have a more significant impact.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	For all school personnel, the district needs to develop a more comprehensive approach to professional development experiences that focus on regular and special education topics.	Coaching and follow-up sessions should be ongoing experiences for all participating staff.	
		Team chairpersons are often the initial contact for parents through the referral process, and they play a role with parents throughout the student's educational experience. Training needs to continue to assist chairpersons with techniques for working with parents in a collaborative manner, encouraging them to be significant members of their child's team.	Recommendation not connected to a particular finding. Team Chairs have attended trainings of this sort offered through our collaborative (EDCO.) They also have the opportunity to participate in a monthly role-alike/roundtable with member districts.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	Recognizing the limited time available to teaching assistants, the district needs to provide these assistants with substantial professional development and ongoing support.	Teaching assistants spend considerable time working directly with individual students and small groups of students. These individuals have varying backgrounds and experiences. If the district is going to continue to rely on these positions to support special needs students in general education classes and in substantially separate programs, then the district must provide greater exposure to training opportunities so that assistants have a more extensive knowledge of the various disabilities, curriculum frameworks, strategies of instruction and intervention, management of behavioral issues, provision of in-classroom support, and the making of curriculum accommodations and modifications. These paraprofessionals need to have a greater understanding of how instruction is provided to students with special needs.	Paraprofessionals engaged in an year-long series of professional development during the early release department time on topics from data collection, implementing behavior plans, Responsive Classroom, fostering independence in the inclusion setting, and cultivating a mindfulness practice. Opened Responsive Classroom core training to TAs.
Professional Development	Recognizing the limited time available to teaching assistants, the district needs to provide these assistants with substantial professional development and ongoing support.	Teaching assistants need to know how they are to be utilized in the various instructional settings. All too often, when paraprofessionals are assigned to general education classes they do not know how to function in that setting. Additionally, in many instances, the general education teachers do not know how to effectively use paraprofessionals. It is essential that training is provided to the paraprofessionals that will give them the strategies that they need to use in all settings.	Paraprofessionals engaged in an year-long series of professional development during the early release department time on topics from data collection, implementing behavior plans, Responsive Classroom, fostering independence in the inclusion setting, and cultivating a mindfulness practice. Opened Responsive Classroom core training to TAs.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	Recognizing the limited time available to teaching assistants, the district needs to provide these assistants with substantial professional development and ongoing support.	Teaching assistants who have mastered certain skills and strategies could be used to assist in conducting some of the training experiences.	Collective bargaining did not result in the establishment of separate paraprofessional PD committee. Agreement allows for soliciting of feedback on topics. Paraprofessionals participated in District-wide Professional Development Committee
Professional Development	The district needs to continue with the design of a district-wide training program to be shared with all staff that will increase their general awareness level regarding special education terminology, practices, procedures, regulations, and available services within the district.	There is considerable misunderstanding of the various terms that are used in special education. School-based personnel do not have a clear understanding of the distinctions among in-class support, inclusion, the co-teaching model, accommodation, adaptation, and modification. Staff may interchange these terms, one for the other, despite the fact that there are clear distinctions among them.	Many of the terms used in this recommendation are not terms used in the District, but by the external evaluators; Created an "all district" training for the "basics" of special education that is now part of the required annual staff training at the beginning of the school year.
Professional Development	The district needs to continue with the design of a district-wide training program to be shared with all staff that will increase their general awareness level regarding special education terminology, practices, procedures, regulations, and available services within the district.	The distinction among the disabilities categories is another area of training that is needed. Staff members need to have a greater understanding of the various disabilities, what they mean in terms of an impact on learning, and what the “best practices” are that they should be utilizing as interventions.	Created an "all district" training for the "basics" of special education that is now part of the required annual staff training at the beginning of the school year. AEA joint committee on Special Education spent the year collecting and analyzing district-wide data on staff needs for professional development/training as it relates to the inclusion of special education students and diverse learners. Shared this analysis with each building principal, Curriculum Directors, Asst Supt.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	The district needs to continue with the design of a district-wide training program to be shared with all staff that will increase their general awareness level regarding special education terminology, practices, procedures, regulations, and available services within the district.	Some confusion remains as to what constitutes a student's eligibility for specialized instruction. There seems to be a pattern developing among general educators where one student becomes eligible, so if another student appears to have similar needs, then that student should become eligible as well. This misunderstanding creates confusion among staff and could lead to an increase of referrals for special education evaluations.	Created an "all district" training for the "basics" of special education that is now part of the required annual staff training at the beginning of the school year. AEA joint committee on Special Education spent the year collecting and analyzing district-wide data on staff needs for professional development/training as it relates to the inclusion of special education students and diverse learners. Shared this analysis with each building principal, Curriculum Directors, Asst Supt.
Professional Development	The district needs to continue with the design of a district-wide training program to be shared with all staff that will increase their general awareness level regarding special education terminology, practices, procedures, regulations, and available services within the district.	During the interviews, when discussing the inclusion of students with disabilities and the reason for doing so, it was not mentioned, with any consistency, that access to the general education curriculum was the reason to include students with disabilities into general education classes. This is not a major error on the part of any one individual, but it is an indicator of the thinking of school-based personnel with respect to why students are being included, and that all school-based staff are responsible for the education of all students.	Created an "all district" training for the "basics" of special education that is now part of the required annual staff training at the beginning of the school year. AEA joint committee on Special Education spent the year collecting and analyzing district-wide data on staff needs for professional development/training as it relates to the inclusion of special education students and diverse learners. Shared this analysis with each building principal, Curriculum Directors, Asst Supt.

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Professional Development	The district needs to continue with the design of a district-wide training program to be shared with all staff that will increase their general awareness level regarding special education terminology, practices, procedures, regulations, and available services within the district.	There are some exceptional programs for students with disabilities that begin at the pre-school level and continue to the high school level. However, general education personnel, and some special education personnel, are not aware of the various programs and services that are available. There is a need to ensure that all staff members have an understanding of the varied programs and services that are offered through special education. This may need to be addressed annually, during teacher orientation, or when other department or building meeting forums are held. Whenever it occurs, it is necessary to ensure that all staff members have a greater appreciation of the programs offered by the district.	Annual training developed for all staff includes information on district programs and services
		Given that these varied programs exist, the job descriptions, roles and responsibilities of the various special education personnel need to be periodically reviewed and updated when necessary. There is confusion and a lack of understanding of the various special education positions within the district. Over time, positions become defined by the individuals who fill them. In one school a special education instructor may function in a particular capacity; yet, in another school, an individual in the same position may function differently.	This recommendation is not tied to a particular finding. This information (job descriptions) was not requested or reviewed during the external evaluation. The AEA Joint Committee worked the previous year (2017-18) on reviewing job descriptions. The related service providers have been working with Wediko Children's' Services on a logic model description of the services they provide.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Professional Development	The district needs to continue with the design of a district-wide training program to be shared with all staff that will increase their general awareness level regarding special education terminology, practices, procedures, regulations, and available services within the district.	There are different interpretations of the team chairperson's role and responsibilities, depending on the individual who fills this position. A clearer definition of responsibilities needs to be put in place and shared with building staff and administration.	This information (job descriptions) was not requested or reviewed during the external evaluation. The AEA Joint Committee worked the previous year (2017-18) on reviewing job descriptions. The related service providers have been working with Wediko Children's' Services on a logic model description of the services they provide.
Team Meetings	The director should consider the following strategies to maximize administrative efficiencies and communication within the department.	*Establishment of Special Education "Chain of Communication Command"* A clear line of communication needs to be established to ensure that all involved teachers, chairpersons, principals and coordinators are aware of the decision-making process within the department. Information indicating how decisions are made, how communication is shared, and what timelines are involved needs to be established and shared with all appropriate personnel	This document was created and exists both for families and for staff members. The one for families can be located on the District website and the internal document has been shared and is provided to new staff annually.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Team Meetings	The director should consider the following strategies to maximize administrative efficiencies and communication within the department.	*Establishment of an Assessment Handbook* There needs to be an assessment handbook developed that outlines the roles and responsibilities of the special education staff, the related services providers, and the special education service providers with respect to the evaluation process. This handbook should outline the assessment/testing requirements, determine who is responsible for what type of assessment, and describe how the assessment reports should be developed. In addition, the handbook should outline the various assessment tools that each specialist utilizes for the various evaluations that are conducted.	This document already exists and was not requested nor reviewed during the external evaluation.
Team Meetings	The director should consider the following strategies to maximize administrative efficiencies and communication within the department.	*Procedural Manual* A manual should be developed that defines the process necessary for staff to follow, ensuring that staff know where to find all special education policies and procedures, and they are aware of how to access them. This can be done by having each staff member complete a review at the beginning of the year to include how/where to access information when needed.	This already exists as an internal Google site. This site was not requested nor reviewed during the external evaluation.

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Team Meetings	The director should consider the following strategies to maximize administrative efficiencies and communication within the department.	*Team Decision Making* To alleviate the lack of input at team meetings, consideration should be given to having special education teachers conduct the initial standardized educational assessment. This would also ensure that the person most likely to service an eligible student has a formal understanding of the student's needs and how much service time is required. Team chairs should also review the assessments that they are seeking as part of the initial team process.	This recommendation was addressed by the District prior to the external evaluation and resulted in an action from the AEA.
Assigning Teaching Assistants	The district needs to establish guidelines by which teaching assistants are assigned to a student, a group of students, a program, or a classroom.	The teaching assistants provide a beneficial service to students with disabilities, but it is not clear to all staff members how the final recommendation is made to assign a paraprofessional to a special needs student, a group of students, a program, or a classroom.	Began a review of rubrics shared from other districts

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Assigning Teaching Assistants	The district needs to establish guidelines by which teaching assistants are assigned to a student, a group of students, a program, or a classroom.	Given the number of teaching assistants within special education, and the growing requests for additional positions, it is imperative that the district maintain clear guidelines for why an assistant is being assigned to a student. The assignment of a teaching assistant to a student because of health and safety, a foremost reason from an administrator's point of view, and the usage of teaching assistants in a substantially separate program are both fairly clear reasons. Beyond these reasons, however, it becomes less certain as to "how" or "when" a paraprofessional should be utilized.	Began a review of rubrics shared from other districts
Assigning Teaching Assistants	The district needs to establish guidelines by which teaching assistants are assigned to a student, a group of students, a program, or a classroom.	The decision-making process needs to be clear and understood by all those who have input in the process. The research on the decision-making process is scant (Freshi, 1999; Giangreco, Broer & Edleman, 1999). The idea that a paraprofessional is utilized to implement the goals of an IEP should be due to the district's current inability to implement these goals without the use of this additional support. A recommended starting point is the DESE Technical Assistance Advisory SPED 2014-13 – Identifying the Need for Paraprofessional Support.	All special education staff training focused on the use of adult support in the inclusive classroom and the emphasis on promoting independence. DESE advisory also shared with participants.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Assigning Teaching Assistants	The district needs to establish guidelines by which teaching assistants are assigned to a student, a group of students, a program, or a classroom.	The district should study the following various strategies that are commonly practiced: trading teaching assistant positions for special education positions, increasing ownership by the general education staff, providing time-limited assignments, and using assistants to free up special education personnel from burdensome paperwork so that special educators are able to spend more time with students. ("Alternatives to Overreliance on Paraprofessionals in Inclusive Schools." Giangreco, M., Halvorsen, A., Doyle, M., Broer, S. Journal of Special Education Leadership, October 2004.)	
Assigning Teaching Assistants	The district needs to establish guidelines by which teaching assistants are assigned to a student, a group of students, a program, or a classroom.	Roles and responsibilities of the teaching assistants should be reviewed and updated. Specific functions for which they are responsible need to be documented so that cooperating staff members have a full understanding. Practices and procedures should also be spelled out on how the assistant is to function in various instructional settings such as working with groups, working one-on-one, monitoring test taking, etc.	Both general education and special education departments utilize paraprofessional staff and needs to be a district-wide undertaking. AEA Committee to undertake evaluation procedures

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Assigning Teaching Assistants	The district needs to establish guidelines by which teaching assistants are assigned to a student, a group of students, a program, or a classroom.	The district also needs to establish a process/protocol for the scheduling of teaching assistants. Building principals, along with the Director of Special Education and Special Education Coordinators, should develop a process to determine when teaching assistants are scheduled, who makes the assignment, and who monitors the ongoing need for the assignment.	Both general education and special education departments utilize paraprofessional staff. Within the special education department, paraprofessional assignment is determined through the Team Meeting process and is a determination of the educational team. The learning specialists/special education teacher schedule the paraprofessionals who are assigned, by the building principal, to work with them.
Administrative	Administrative oversight of special education programming, services, and special education personnel needs to be redefined as to the structure within the Department of Special Education.	Arlington has experienced a number of changes in the position of Director of Special Education and in the coordinator's position over the past years. Given the turnover in these important leadership roles, it is important to allow the prevailing director the opportunity to review the current administrative staffing for the department and develop recommendations that will enable proper ongoing oversight to occur.	
Administrative	Administrative oversight of special education programming, services, and special education personnel needs to be redefined as to the structure within the Department of Special Education.	The role of the team chairperson has a different interpretation depending on the individual filling the role. A clearer definition of chairperson responsibilities needs to be put in place and shared with the building staff and administration.	The AEA Joint Committee worked the previous year (2017-18) on reviewing job descriptions. The related service providers, including Team Chairpersons, have been working with Wediko Children's' Services on a logic model description of the services they provide.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Administrative	Administrative oversight of special education programming, services, and special education personnel needs to be redefined as to the structure within the Department of Special Education.	As new special education positions evolve over time and staff members change at the building level, administrators' requests, expectations, and building needs change. It appears that this has been one factor that has led to a significant turnover in this very important position.	
Administrative	Administrative oversight of special education programming, services, and special education personnel needs to be redefined as to the structure within the Department of Special Education.	A clear line of communication needs to be established to ensure that all involved teachers, chairpersons, principals and coordinators are aware of the communication process. Information indicating how decisions are made, how communication is shared, and what timelines are involved needs to be established and shared with all appropriate personnel.	This recommendation is unclear and the District has responded by creating a "Communication Ladder."
Administrative	Administrative oversight of special education programming, services, and special education personnel needs to be redefined as to the structure within the Department of Special Education.	The district provides a very comprehensive orientation for new staff each year. However, for staff members that start after the completion of the orientation, access to computers, email set up, training on IEP process, access to a key card, and knowledge of their caseload is difficult for these staff members to navigate. The district should consider a mini orientation for staff that begin after the formal orientation, particularly for individuals that are in a long-term substitute role.	Director of Human Resources with input from Asst Supt and Director of Special Education created a "Google Classroom" for staff that begin after the orientation period

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Transition Practices	Transition practices need to be structured in a more sequential and consistent manner between the various school levels.	Transition activities are conducted each year for students moving from one level to the next. A written transition procedure exists for transition from the elementary school level to the middle school level. Procedures need to be written for other levels, as well, to ensure that requirements and timelines are consistently in place. Without a written procedure, timelines and expected activities can change every year.	Memorialized the PK - K transition procedures/timelines; Used existing transition procedures from fifth to sixth and again at sixth to seventh grade transitions.
Transition Practices	Transition practices need to be structured in a more sequential and consistent manner between the various school levels.	Staff members are performing the steps for transition that need to occur, but the process varies throughout the district. It would be beneficial to review the steps with all involved staff members to ensure that practices and procedures are being consistently followed.	We have a singular process for special education at each level and this recommendation is referring to general education procedures.
Transition Practices	Transition practices need to be structured in a more sequential and consistent manner between the various school levels.	It is not only essential to have written procedures in place that designate timelines for various activities, but definitions of the roles and responsibilities of those engaged in the transition activities at each level should also be included. It is recommended that the district develop very specific steps for the transition process from one level to the next. Communication should be structured throughout the spring months based on a set timeline for the various activities to ensure that the actual transition of the student is completed in a manner that defines success. The current start time of February will allow for the process to be successful.	Memorialized the PK - K transition procedures/timelines; Used existing transition procedures from fifth to sixth and again at sixth to seventh grade transitions.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Evidence-Based Practice	There needs to be a thorough review of evidence-based practice that is applicable to the various special education instruction, in-classroom support, and support programs currently operating within the district.	The district offers an array of various programs and support services that are designed based on the designated disability category of the special education population. This is an effective approach for servicing the diverse special education population within the district. However, because the needs of the population are continuously changing, revisions in students' needs warrant a change in the approaches that special education instructors utilize to service students.	This is the process that was described and shared with the evaluators regarding the work the District has been doing since 2015 with Wediko Children's Services and the "Logic Model" and is on-going. This work was not reviewed by the external evaluators.
Evidence-Based Practice	There needs to be a thorough review of evidence-based practice that is applicable to the various special education instruction, in-classroom support, and support programs currently operating within the district.	District leadership needs to begin a review process with special education staff to determine the following: ✓ What evidence-based practices are currently being utilized? ✓ How effective are these practices on student outcomes? ✓ Do they meet the identified needs of the students?	This is the process that was described and shared with the evaluators regarding the work the District has been doing since 2015 with Wediko Children's Services and the "Logic Model" and is on-going. This work was not reviewed by the external evaluators.
Evidence-Based Practice	There needs to be a thorough review of evidence-based practice that is applicable to the various special education instruction, in-classroom support, and support programs currently operating within the district.	An example of a best practice that needs to occur is in the academic support periods. It appears that staff members are struggling with "getting the work done" on home assignments, term projects, and test preparation at the secondary level. Although special education staff were observed teaching study skills, a practice needs to be in place whereby the bulk of student time is spent on learning "how to" get the home assignments completed at home, "how to" prepare for a test, and "how to" complete a term project.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Evidence-Based Practice	There needs to be a thorough review of evidence-based practice that is applicable to the various special education instruction, in-classroom support, and support programs currently operating within the district.	Students need to learn the skills that will assist them in becoming independent and successful learners. Certainly, they may require some assistance with various assignments, with reviewing new concepts, with having content re-taught, or with getting their work organized, but the ratio of this type of support to learning "how to do it independently" should be no more than two out of five periods. Some districts have established a practice where study skills are taught for three quarters of the period and school assignments are the vehicle by which the skills are taught. The remainder of the period is spent on teacher assistance with the various work assignments. Another approach that is utilized is using three days a week for skill development and two days a week for assistance with assignments.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Evidence-Based Practice	There needs to be a thorough review of evidence-based practice that is applicable to the various special education instruction, in-classroom support, and support programs currently operating within the district.	Changes in strategies of instructional and behavioral intervention practices should be aligned with the true definition of the various programs, along with the intent, purpose, function, and outcome for the students within the programs. Many positive experiences of teaching and providing instruction were observed throughout the high school, but there needs to be a review of all programs and services. The work currently taking place with Wediko is to have various special education programs review their missions and values while also determining that they are current with evidence-based practices for the intervention and support that the programs are intended to provide.	Program staff were not interviewed, nor were documents or procedures reviewed for our sub-separate programs during this external review. This is the process that was described and shared with the evaluators regarding the work the District has been doing since 2015 with Wediko Children's Services and the "Logic Model" and is on-going.
Evidence-Based Practice	There needs to be a thorough review of evidence-based practice that is applicable to the various special education instruction, in-classroom support, and support programs currently operating within the district.	Staff members need to design strategies which will allow students to be shared among programs and services. Students should have access to other special education program options and choices. They do not always fit nicely into one model or service. The sharing of a student among special education staff and programs may enable the student to benefit from the expertise of other special education staff and other program designs.	Program staff were not interviewed, nor were documents or procedures reviewed for our sub-separate programs during this external review. This practice is in place throughout the District.
Evidence-Based Practice	There needs to be a thorough review of evidence-based practice that is applicable to the various special education instruction, in-classroom support, and support programs currently operating within the district.	Recommendation 13 applies to all the models of instruction and programs, including the in-classroom support model (inclusion).	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Evidence-Based Practice	The administration should have a unified data collection system for measuring student progress against student IEP goals.	The special education staff members are using various data sheets to measure progress. The effectiveness of the current approaches could not be determined based on the time available for this evaluation. It does appear, however, given the various computer models available, that it would be a worthwhile endeavor for the staff to begin reviewing various options and determine what data system is most appropriate for their needs.	Evaluators determined data collection was in place, but noted they were varied in format.
Evidence-Based Practice	The administration should have a unified data collection system for measuring student progress against student IEP goals.	It is important for the program staff to have the data that indicates treatment/behavior/academic goals are being addressed and progress is being recorded. The data needs to be reported in a format that is understood by both students and parents and can be used to drive instruction and supportive interventions by the school-based personnel.	Evaluators determined data collection was in place, but noted they were varied in format. Evaluators did not review any individual data collected for students, nor is the recommendation based on review of any group or individual data presentation.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Evidence-Based Practice	The administration should have a unified data collection system for measuring student progress against student IEP goals.	The staff should form a study group to research what systems are available and begin to test out some systems. Google Form Spread Sheet, Microsoft Excel Pivot Table, and Developing Minds software are a few of the many models and systems that can be adapted for a specific use. There are some staff members attempting to use Google School, but this is an individual endeavor; it needs to be district-wide.	Evaluators determined data collection was in place, but noted they were varied in format.
Program Development	The district needs to further develop and expand program options for the special education population.	As noted in the Commendations section of this report, the district has invested significant resources in program development at all levels. The increasing cost of special education, especially the out-of-district expenditures, is a difficult issue for all school districts. There are variations in each district's percentages and numbers as well as in the innate characteristics that will impact on the capacity and responsibility to meet the mandates of special education. Until appropriate state and federal resources are provided to assist in offsetting the financial demand of special education, the district will continue to be burdened with costs that may seem unreasonable.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to further develop and expand program options for the special education population.	The immediate reaction is to push back. Although the district has responded to the needs of the students by building capacity to serve students within the district, it is going to have to further that capacity should it want to reduce the expenditure for out-of-district placements and accompanying transportation costs.	The evaluators did not observe our sub-separate programs or interview program staff. They did not provide any data to support this finding with specific programming recommendations. . The department reviews placement data annually as part of our budgeting process and seeks funding based on our evaluation.
Program Development	The district needs to further develop and expand program options for the special education population.	Through the implementation of many of the recommendations, the number of students in special education can be reduced; therefore, some costs may be reduced over the next three to five years. The determination is to be proactive. The issue of costs for special education has been an issue since 1974 and will continue to be an issue for cities and towns. A proactive approach will go further in reducing the budgetary impact on the district.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to further develop and expand program options for the special education population.	A formal approach to clinical supervision needs to be in place for social workers and psychologists, on a consistent basis. Again, as with the specific program staff, this group of professionals needs to have access to clinical supervision. They need assistance with formulating treatment plans, setting student goals, providing guidance to administrators regarding the risk level a particular student may present, providing assistance with building capacity, and assisting staff with targeting improved understanding and management of complex students and families with mental health needs.	The District has provided this resource to special education staff. This is not required by the DESE, as it is a requirement of individual professional licensure. Individuals and teams elected to do group supervision when scheduling concerns arose
Program Development	The district needs to further develop and expand program options for the special education population.	As internal programs have been developed, the need to address utilization of staff becomes a more significant requirement. The district needs to develop a process to maintain continued access to staff schedules in order to assist with the decision making for staff assignments, show where overloads may be, and see available time for various staff members.	Special Education Coordinators and building administrators oversee these schedules. Collective bargaining determines timeline.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	At the time of this report, the district has 109 students in out-of-district placements. This represents 12% of the special education population. The FY 17 state-wide average for out-of-district placements is 6.9% of the special education population. The district's out-of-district percentage for FY 17 is 14.1% of the special education population. The district clearly has a significantly higher percentage of students in out-of-district placements than the state-wide average. A reduction can occur through internal program development, building capacity. Not all students can be served within the district, but when the out-of-district census is at these numbers, an analysis of the placements needs to occur to determine who can be served within the district should a program be in place.	These figures included students for whom we were programmatically responsible, but not fiscally responsible.
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	The district expended 7.3 million dollars in FY 17 for out-of-district tuitions to collaborative, public day, private day, and residential placements. It is projected that the district will expend 8 million dollars for FY 18.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	[illegible] benefit of developing in-district programs for specific disability groups of students. With the increased pressure of the special education budget on the whole school budget, the district should formulate a strategy to expand and develop further in-district appropriate programming over the next three to five years. The cost of one out-of-district placement and the amount for the transportation for that placement can support, on the average, one experienced professional position. The statewide average cost of a day school placement is $61,000.00. To reduce the number of students in out-of-district placements and build program capacity to lower the number of students exiting the district, further internal program development will be required. Factoring in transportation costs, the district would be able to start a program that is fully staffed and appropriately equipped. For example, if one additional tuition student is returned to the district, the district would be able to provide the required support services to a program. The district is accessing its collaborative for	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	The Germaine Lawrence School also impacts the district. This private, special needs school adds students to the middle and high school special education census. Districts like Arlington that have private, special needs schools and/or group home residences within their district face additional challenges in that students attending the district schools create an increased demand for special education services. The Commonwealth and DESE have not effectively addressed this issue from a financial perspective for Arlington and other districts that have group homes and private special needs schools within their community.	The Germaine Lawrence program closed in SY18/19

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	In-order to effectively construct in-district programs that are appropriate, based on student population cohorts, resources need to be dedicated to this endeavor. Appropriate space, staffing, materials, and supplies must be built into the equation that leads to program development. Many times, a district needs to set the priority of program development to a specific disability population and begin the implementation on a small scale. These efforts will produce results because the district will have a program in place to accept students that transition from one level to the next, as well as unanticipated student move-ins. The effort to build capacity will reduce the reliance on out-of-district placements, reduce the exiting of students from the district, and may enable a student(s) to return to the district. These steps will assist in containing, and possibly reducing, the growth in tuition expenditures.	The department reviews placement data annually and determines where needs arise as part of our budget process

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	As the district has experienced growth at the Early Childhood level, it is also experiencing growth in students with emotional/social/behavioral health needs. These populations require intensive staffing with an array of related services to appropriately support these students. There are no easy answers, but the district must decide that they will continue, in the long term, to develop in-district programs when there are sufficient cohorts to sustain programming. This proactive approach will assist in reducing the number of students that are placed outside the district, and, over a period of time, the growth in special education expenditures for out-of-district tuitions and transportation costs will be contained.	The department reviews placement data annually and determines where needs arise as part of our budget process

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	The reality is that “good programming” is costly. It is labor intensive and requires a substantial commitment from the administration and the district’s teaching staff. It can, however, also be cost-effective. When districts develop a full continuum of services, they can provide quality programs for special needs students. The benefits of having an appropriate continuum of programming across the district, for all disabilities, at all levels, will lead to the prevention of students exiting the district, the containment in the growth of the cost for special education, and the means to provide for students within the district by building capacity. Out-of-district placements, next to personnel expenditures, are the single largest impact on a special education budget. Arlington Public Schools needs to continue to monitor student needs and trends in placements to ensure that internal program options are available to meet student needs.	

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	The administration needs to decide which disability category they will try to reduce from exiting the district. Once a decision is made, an action plan needs to be developed as to when the budgetary process will allow for the expansion and implementation of new programming to address this concern. In reducing further exiting from the district, those funds earmarked for out-of-district placements would be used for program development.	The department reviews placement data annually and determines where needs arise as part of our budget process
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	As more students remain in the district, they will have greater access to general education classes at all level. This, in turn, will provide students with LRE experiences. Another benefit is that students currently in sub-separate programs may have the opportunity to move into general education classes as other recommendations are implemented.	Dr. Elizabeth Keefe (Lesley University) worked with AHS & Stratton SLC-A . Wediko Children's services continued consultation to Dallin SLC program and worked with RSPs throughout the year
Program Development	The district needs to determine which disability categories it will select to develop further program capacity in order to assist with reducing the exiting of students to out-of-district placements.	Concern was raised through the interview process that a need exits at the middle school level for a Life Skills Program. This issue needs to be reviewed to determine the actual level of need.	The department reviews program needs throughout the year. The need identified here was curricular in nature, rather than development of a new/additional program

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Entrance/Exit Guidelines	There needs to be clear and concise entrance and exit guidelines in place for all special education programs and services that are well-established and followed.	The district has put forth a good deal of effort in developing programs and services to accommodate moderate to severe special needs programs. This investment has been beneficial to the district as quality programming and related services for students have been provided. Interviewed personnel were not able to articulate what they perceive as the entrance guidelines for their specific program, and they were less specific regarding exit guidelines.	Evaluators did not interview program staff. This work is being addressed by the Wediko consultation and development of the logic model
Entrance/Exit Guidelines	There needs to be clear and concise entrance and exit guidelines in place for all special education programs and services that are well-established and followed.	For all of the programs and related services, stated entrance and exit guidelines need to be in place that are based on evidence-based practice, current research, and reflect the mission and goals of each program. For the programs and services that provide a continuum of programming and services, it is essential that entrance guidelines, exit guidelines, and referral protocols are adhered to as stated, and they must be structured in a sequential manner for each district-wide program.	Evaluators did not interview program staff. This work is being addressed by the Wediko consultation and development of the logic model. Dr. Elizabeth Keefe (Lesley University) worked with AHS & Stratton SLC-A .

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Entrance/Exit Guidelines	There needs to be clear and concise entrance and exit guidelines in place for all special education programs and services that are well-established and followed.	If programs have entrance and exit guidelines, they are not clearly understood by some special and general education personnel. The establishment of these guidelines can be completed, in collaboration, when program descriptions and personnel roles and responsibilities are being updated.	Evaluators did not interview program staff. This work is being addressed by the Wediko consultation and development of the logic model. Dr. Elizabeth Keefe (Lesley University) worked with AHS & Stratton SLC-A .
Entrance/Exit Guidelines	There needs to be clear and concise entrance and exit guidelines in place for all special education programs and services that are well-established and followed.	The same needs to be done for the related services of speech and language therapy, occupational therapy, physical therapy, and counseling services. There are established professional standards for these services that outline the guidelines that need to be in place. Arlington is not unlike many school districts with regards to related services. The evaluators have observed, in many other program evaluations, that discharge from these services is infrequent, even when stated goals have been mastered. It is essential that exit guidelines be formulated and followed so that when students succeed, they can either move to less service time or be discharged.	Related Service Providers (SWs, OTs/PT, SLPs, School Psychs, Team Chairs, TVI, BCBA, AT & AAC) met throughout the year during early release time to create logic models and service delivery goals/objectives, establish short and long-term goals for service and discharge

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Entrance/Exit Guidelines	There needs to be clear and concise entrance and exit guidelines in place for all special education programs and services that are well-established and followed.	If the related service providers of speech and language therapy, occupational therapy, and physical therapy have written entrance and exit guidelines in place, this would ensure that caseloads are appropriate and that students are recommended for a change in services at the appropriate time, not just at annual reviews and re-evaluations. Too often, students continue to receive a related service for an undetermined time, such as a full year, or year after year. With established entrance and exit guidelines, students will be able to have a service reduced, when necessary, or be discharged from that service at the appropriate time.	Related Service Providers (SWs, OTs/PT, SLPs, School Psychs, Team Chairs, TVI, BCBA, AT & AAC) met throughout the year during early release time to create logic models and service delivery goals/objectives, establish short and long-term goals for service and discharge
Entrance/Exit Guidelines	There needs to be clear and concise entrance and exit guidelines in place for all special education programs and services that are well-established and followed.	The establishment of entrance and exit guidelines, based on evidence-based practice, will assist the district in reducing the number of students on IEPs, the possible length of time a student is assigned to a specific program, and determine the duration of time that a student receives a specific service. Practices like these can also lead to the potential increase of time for students from these programs to have access to general education.	This work is being addressed by the Wediko consultation and development of the logic model. Related Service Providers (SWs, OTs/PT, SLPs, School Psychs, Team Chairs, TVI, BCBA, AT & AAC) met throughout the year during early release time to create logic models and service delivery goals/objectives, establish short and long-term goals for service and discharge

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program and Staffing Oversight	The district has developed and invested in some very successful programs for disabled students within the district. Efforts need to be made to ensure that they continue to meet the needs of the students for whom they were developed, and that staff members receive the supervision required to remain effective.	*Establishing a mechanism of program oversight* Arlington has developed many in-district programs to meet the needs of the disabilities of Autism, Intellectual, Emotional, and Developmental. It is critical that the programs continue to service the needs of the students for which they were intended. The decision-making process for placing students into a program within the district, as indicated, is unclear. A formal procedure needs to be developed and made aware to all appropriate stakeholders. The evaluators have witnessed, through numerous program evaluations, many quality programs that have been compromised by having students that do meet the specific program guidelines placed into a specific program.	Evaluators did not interview program staff. This work is being addressed by the Wediko consultation and development of the logic model
Program and Staffing Oversight	The district has developed and invested in some very successful programs for disabled students within the district. Efforts need to be made to ensure that they continue to meet the needs of the students for whom they were developed, and that staff members receive the supervision required to remain effective.	The district has made a substantial investment in program development over the past ten years. It is not in the best interest of effective program sustainability for the personnel of these programs, and the programs themselves, not to receive the ongoing oversight that they deserve. To accomplish this, Arlington needs to determine the “who” and “how” with respect to overseeing, evaluating, and monitoring of all programs. Consideration should be given to a written brochure for each program/service.	The oversight of the programs is shared by the building administrator and the special education department. Specifically supervision and evaluation of staff is shared by the Special Education Coordinator and the Principal or his designee per the collective bargaining agreement.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program and Staffing Oversight	The district has developed and invested in some very successful programs for disabled students within the district. Efforts need to be made to ensure that they continue to meet the needs of the students for whom they were developed, and that staff members receive the supervision required to remain effective.	*Establishment of an annual review of program populations* An annual review of students placed in each program should be considered to ensure that the programs continue to meet the specific population for whom they were developed. Teachers and building administrators should be consulted to assess their input. Much effort has been committed to the programs, and efforts to assess that their continued effectiveness will be of benefit to all students, teachers, parents, and administrators. Conducting such a review will also allow the Special Education Department to remain proactive to such student needs as identifying reasons for increased reading instruction demands at the middle and high schools, and being proactive in addressing programs and services to address these factors.	Evaluators did not interview program staff nor observe the sub-separate programs. Programming is reviewed annually as part of our budget process, along with the specific program work we are doing with Wediko Children's Service.
Program and Staffing Oversight	The district has developed and invested in some very successful programs for disabled students within the district. Efforts need to be made to ensure that they continue to meet the needs of the students for whom they were developed, and that staff members receive the supervision required to remain effective.	*Assistance to building administrators in supervising special education personnel* Principals need to be prepared to supervise the special educators in their buildings. The district needs to provide training and assistance to allow them to perform this task.	The oversight of the programs is shared by the building administrator and the special education department. Specifically supervision and evaluation of staff is shared by the Special Education Coordinator and the Principal or his designee per the collective bargaining agreement.

CATEGORY	RECOMMENDATION	EXPLANATION	ACTION STEPS SY18-19
Program and Staffing Oversight	The district has developed and invested in some very successful programs for disabled students within the district. Efforts need to be made to ensure that they continue to meet the needs of the students for whom they were developed, and that staff members receive the supervision required to remain effective.	*Clarification of building and central office responsibilities* The monthly meeting agenda with building principals should contain an item to ensure that a clear delineation of which office (school or special education) is responsible for reacting to staff needs be developed. This will allow staff at the school level to get answers to their concerns in the most-timely fashion. Issues as simple as "Who arranges interpreters?" and "How are the costs covered?" should be made clear.	Monthly meetings with individual principals and special education coordinators have been in place since 2014 and continue each year. Staff communication ladder created and distributed.

SY 19 - 20	GE/SE	Budget implication FY21
District Team attended (Supt, Asst Supt, Sp Ed Director, SEL/Guidance, Math Director, ELA Director, ELL Director, High School Principal, Middle School Principal, and (2) Elementary Principals for DESE MTSS Institute in Sept/2019. District-wide team is registered for Feb 2020 follow-up Institute	GE/SE	Assistant Director for School Counseling and SEL

SY 19 - 20	GE/SE	Budget implication FY21
	SE	
	SE	
	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
	GE	Elementary assistant principals
	GE	
District Team attended (Supt, Asst Supt, Sp Ed Director, SEL/Guidance, Math Director, ELA Director, ELL Director, High School Principal, Middle School Principal, and (2) Elementary Principals for DESE MTSS Institute in Sept/2019. District-wide team is registered for Feb 2020 follow-up Institute	GE	Assistant Director for School Counseling and SEL; Elementary assistant principals

SY 19 - 20	GE/SE	Budget implication FY21
	GE/SE	
	GE	

SY 19 - 20	GE/SE	Budget implication FY21
provided by Teachers21 to District Admin and reading specialists and volunteer school-based staff; District Team attended (Supt, Asst Supt, Sp Ed Director, SEL/Guidance, Math Director, ELA Director, ELL Director, High School Principal, Middle School Principal, and (2) Elementary Principals for DESE MTSS Institute in Sept/2019. District-wide team is registered for Feb 2020 follow-up Institute	GE	grant funding & operating budget

SY 19 - 20	GE/SE	Budget implication FY21
provided by Teachers21 to District Admin and reading specialists and volunteer school-based staff; District Team attended (Supt, Asst Supt, Sp Ed Director, SEL/Guidance, Math Director, ELA Director, ELL Director, High School Principal, Middle School Principal, and (2) Elementary Principals for DESE MTSS Institute in Sept/2019. District-wide team is registered for Feb 2020 follow-up Institute	GE	grant funding & operating budget

SY 19 - 20	GE/SE	Budget implication FY21
District Team attended (Supt, Asst Supt, Sp Ed Director, SEL/Guidance, Math Director, ELA Director, ELL Director, High School Principal, Middle School Principal, and (2) Elementary Principals for DESE MTSS Institute in Sept/2019. District-wide team is registered for Feb 2020 follow-up Institute	GE	

SY 19 - 20	GE/SE	Budget implication FY21
District Team attended (Supt, Asst Supt, Sp Ed Director, SEL/Guidance, Math Director, ELA Director, ELL Director, High School Principal, Middle School Principal, and (2) Elementary Principals for DESE MTSS Institute in Sept/2019. District-wide team is registered for Feb 2020 follow-up Institute	GE/SE	
On-site coach/consultant, Dr. Elizabeth Stringer Keefe, currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development

SY 19 - 20	GE/SE	Budget implication FY21
On-site coach/consultant, Dr. Elizabeth Stringer Keefe, currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development
On-site coach/consultant, Dr. Elizabeth Stringer Keefe, currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development
On-site coach/consultant, Dr. Elizabeth Stringer Keefe, currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development

SY 19 - 20	GE/SE	Budget implication FY21
On-site coach/consultant, Dr. Elizabeth Stringer Keefe, currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development
New elementary schedule implemented to allow for common instructional blocks across grade levels	GE/SE	Learning specialists staffing increases
On-site coach/consultant, Dr. Elizabeth Stringer Keefe, work with administrative team	GE/SE	general & special education staffing increases

SY 19 - 20	GE/SE	Budget implication FY21
On-site coach/consultant, Dr. Elizabeth Stringer Keefe, work with administrative team	GE/SE	general & special education staffing increases
	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
	GE/SE	
	GE	
On-site coach/consultant to work administrative team	GE	General education & learning specialists
On-site coach/consultant to work administrative team	GE	
On-site coach/consultant to work administrative team	GE/SE	
On-site coach/consultant to work administrative team	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
On-site coach/consultant currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development
On-site coach/consultant currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development
On-site coach/consultant currently work with staff in grades 6 - 12 and administrators	GE/SE	Consultant/ professional development
On-site coach/consultant currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development

SY 19 - 20	GE/SE	Budget implication FY21
On-site coach/consultant currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development
On-site coach/consultant currently work with staff in grades 6 - 12	GE/SE	Consultant/ professional development

SY 19 - 20	GE/SE	Budget implication FY21
New Teacher Orientation special education training will focus on supporting students in inclusion; Common planning time/team time in elementary schedule.	GE/SE	
see on-going professional development topics shared annually	GE/SE	Professional development
see on-going professional development topics shared annually	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
see on-going professional development topics shared annually	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
DESE revising professional tool "Is Special Education the Right Service." District special education administrators, team chairs, and psychologist participated in state-wide feedback sessions. Follow-up from state is forthcoming, as well as other stakeholder feedback sessions.	GE/SE	
Grade level planning times/ department meetings/ building meetings should be considered for this topic	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
see on-going professional development topics shared annually	GE/SE	
see on-going professional development topics shared annually	GE/SE	Request for instructional coaches; job-embedded, on-site consultants

SY 19 - 20	GE/SE	Budget implication FY21
see on-going professional development topics shared annually	GE/SE	Request for instructional coaches; job-embedded, on-site consultants
	SE	

SY 19 - 20	GE/SE	Budget implication FY21
BCBA delivering PD during the early release schedule related to the implementation of behavior plans, data collection, report writing, de-escalation, and behavior management strategies from Therapeutic Crisis Intervention.	SE	
New Teacher Orientation: special education training focus on supporting students in inclusion and use of paraprofessionals in the general education setting	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
Paraprofessionals have representation on the AEA Joint Committee on special education	SE	
	GE/SE	
	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
DESE revising professional tool "Is Special Education the Right Service." District special education administrators, team chairs, and psychologist participated in state-wide feedback sessions. Follow-up from state is forthcoming, as well as other stakeholder feedback sessions.	GE/SE	
DESE revising professional tool "Is Special Education the Right Service." District special education administrators, team chairs, and psychologist participated in state-wide feedback sessions. Follow-up from state is forthcoming, as well as other stakeholder feedback sessions.	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
	GE/SE	
Related service providers working with Wediko Children's' Services on a logic model description of the services they provide and adopting shared practices/interventions .	SE	

SY 19 - 20	GE/SE	Budget implication FY21
	SE	
	SE	

SY 19 - 20	GE/SE	Budget implication FY21
	SE	
New Special Education orientation includes a "scavenger hunt" of on-line department resources	SE	

SY 19 - 20	GE/SE	Budget implication FY21
	SE	
Implementing pilot of selected rubrics; Business office and human resources created internal checks in hiring practices	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
Implementing pilot of selected rubrics; Business office and human resources created internal checks in hiring practices	GE/SE	
New teacher training for all educators provided by the Special Education Director focuses on the use of adult support in the inclusive classroom and the emphasis on promoting independence. DESE advisory also shared with participants.	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
	GE/SE	
During the establishment of the Paraprofessionals contract it was determined that a committee would be formed to determine the evaluation tool and responsible staff.	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
During the establishment of the Paraprofessionals contract it was determined that a committee would be formed to determine the evaluation tool and responsible staff.		
	SE	

SY 19 - 20	GE/SE	Budget implication FY21
	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
Memorialize the middle to high school transition procedures/timelines	SE	
	GE	
Memorialize the middle to high school transition procedures/timelines; The procedures have been defined for special education and similar work needs to be done for general education	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
on-going consultation w/ Wediko		
on-going consultation w/ Wediko		Wediko Consultation
Purchase of an "Executive Function" curriculum for pilot in the middle school. Need to develop family education/training on purpose of academic support. Also needs to be embedded into the work of general educators.	GE/SE	Instructional materials

SY 19 - 20	GE/SE	Budget implication FY21
Purchase of an "Executive Function" curriculum for pilot in the middle school. Need to develop family education/training on purpose of academic support. Also needs to be embedded into the work of general educators.	GE/SE	Instructional materials; Professional development; Professional development

SY 19 - 20	GE/SE	Budget implication FY21
Wediko consultation is on-going	SE	Professional development/consultation
	SE	
	SE/GE	Professional development; Consultant; Instructional materials

SY 19 - 20	GE/SE	Budget implication FY21
Progress monitoring tools and data collection are often very specific to the goal itself. In a review of IEPs it is becoming clear that it's not a uniform collection tool that needs to be created/purchased, but rather training for staff on goal writing that begins with data collection in mind.		

SY 19 - 20	GE/SE	Budget implication FY21
Progress monitoring tools and data collection are often very specific to the goal itself. In a review of IEPs it is becoming clear that it's not a uniform collection tool that needs to be created/purchased, but rather training for staff on goal writing that begins with data collection in mind.		

SY 19 - 20	GE/SE	Budget implication FY21
	SE	

SY 19 - 20	GE/SE	Budget implication FY21
Director of Special Education & Director of School Counseling creating a district-wide Behavioral Health Team to address needs of this professional population, as well as assess district resources and capacity.	SE/GE	
	SE/GE	

SY 19 - 20	GE/SE	Budget implication FY21
In SY18-19, District had 91 students in OOD placements. Currently there are 85 students in OOD placements.	SE	

SY 19 - 20	GE/SE	Budget implication FY21

SY 19 - 20	GE/SE	Budget implication FY21

SY 19 - 20	GE/SE	Budget implication FY21
Added staffing to the Summit Program at OMS and the Compass program at AHS.	SE	The SLC figures have dropped at Brackett & Dallin (12 & 10 students respectively as of Nov 2019) and projections based on current student populations do not predict a significant increase. Therefore there is not an increase requested in staffing for next school year at the elementary level.

SY 19 - 20	GE/SE	Budget implication FY21
Added staffing to Summit Program at OMS. High school Summit program participating in consultation with MacLean's Hospital.	SE	MacLean's consultation currently funded by the hospital.

SY 19 - 20	GE/SE	Budget implication FY21

SY 19 - 20	GE/SE	Budget implication FY21
Added staffing to our Summit program at OMS and Compass program at AHS.	SE	
Dr. Keefe (Stonehill College) will continue to work with AHS/Stratton. Wediko will be working with Dallin SLC, AHS - Compass & Summit, OMS - Summit, Gibbs - Tier II programming	SE	Consultant
Patterns of exiting students did call for the expansion of the Compass program at AHS.		Instructional materials; professional development

SY 19 - 20	GE/SE	Budget implication FY21
continuation of Wediko consultation	SE	Professional development/consultation
Dr. Keefe (Stonehill College) will continue to work with AHS/Stratton. Wediko will be working with Dallin SLC, AHS - Compass & Summit, OMS - Summit, Gibbs - Tier II programming & RSPs	SE	Professional development/consultation

SY 19 - 20	GE/SE	Budget implication FY21
Dr. Keefe (Stonehill College) will continue to work with AHS/Stratton. Wediko will be working with Dallin SLC, AHS - Compass & Summit, OMS - Summit, Gibbs - Tier II programming & RSPs	SE	Professional development/consultation
RSPs continue to meet during release time to identify consistent practices across schools and provide training/share resources around these practices	SE	Professional development/consultation

SY 19 - 20	GE/SE	Budget implication FY21
RSPs continue to meet during release time to identify consistent practices across schools and provide training/share resources around these practices	SE	Professional development/consultation
RSPs continue to meet during release time to identify consistent practices across schools and provide training/share resources around these practices	SE	Professional development/consultation

SY 19 - 20	GE/SE	Budget implication FY21
continuation of Wediko consultation	SE	Professional development/consultation
	SE	

SY 19 - 20	GE/SE	Budget implication FY21
	SE	
	GE/SE	

SY 19 - 20	GE/SE	Budget implication FY21
	GE/SE	



Town of Arlington, Massachusetts

8:20 p.m. FY 21 Budgetary Discussion



Town of Arlington, Massachusetts

8:40 p.m. Monthly Financial Report, M. Mason

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	SC_Finance_Memo_-_Period_6.pdf	SC Finance Memo
🗋	Reference Material	Reports_to_SC_-_Period_6.pdf	Report to SC

Arlington Public Schools
869 Massachusetts Avenue
Arlington, Massachusetts 02476
Telephone: 781-316-3511

Michael Mason, Jr.
Chief Financial Officer

To: Arlington School Committee
From: Michael Mason
Re: Monthly Financial Reporting Packet
Date: January 23, 2020

Attached you will find a copy of the monthly financial reporting packet for the period ending 12/31/2019. There are three different reports for your review. Included are separate monthly budget tracking reports for each of the three different funding source categories: general fund (town appropriation), grants funds (state and federal), and revolving accounts.

General Fund Report
The general fund expenditure report includes spending through 12/31/2019, and is summarized by object code. This report is a year to date budget report, created directly from MUNIS. Combined with columns for our projections for the remainder of the year, we arrived at the 'available budget' total that you'll find in this report. The bottom line unencumbered balance is currently projected at $415,171. It is important to note that this does not mean that we expect there to be a surplus, but instead represents the total remaining after all known expenses at the time of this report have been encumbered.

Please note that the transfer activity includes both future transfers and posted transfers. This was completed to align the budget more with actual spending per request of School Committee. Transfers between budget categories will be proposed at the last School Committee meeting of this fiscal year.

Grant Accounts Report
The grant account report includes a year to date tracking of revenue and expenditure totals for each of our FY20 grant accounts. This report includes both federal and state grants. Currently all of these grants we included in our budget plan have been approved, and are active. Our current spending is in line with our budget plan, and we don't expect there to be any issues.

Revolving Accounts Report
The revolving account report includes year to date tracking of revenue and expenditure totals for each revolving account. The current projections are in line with the approved budget plan, and we don't expect there to be any budget issues.

Please feel free to contact the business office with any questions you may have.

ARLINGTON PUBLIC SCHOOLS
GENERAL FUND EXPENDITURE REPORT
THRU DECEMBER 31, 2019

OBJECT DESCRIPTION	ORIGINAL APPROPRIATION	TRANSFERS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	PROJECTED ENCUMBRANCES	AVAILABLE BUDGET
81111 - Administration Sal & Wages	5,224,289	205,000	5,429,289	2,277,346	3,149,463	-	2,480
81112 - TEACHER SALARY & WAGES	40,144,658	173,429	40,318,087	13,939,109	26,373,563	-	5,415
81113 - CUSTODIAL SALARIES	1,529,987	15,000	1,544,987	774,215	769,206	-	1,566
81114 - FOOD SERVICE SALARY WAGES	189,500	(50,000)	139,500	79,892	-	-	59,608
81115 - CLERICAL SALARIES	2,113,956	40,000	2,153,956	1,028,933	1,120,069	-	4,954
81116 - FULL TIME TEACHER AIDES SAL	3,981,261	-	3,981,261	1,556,512	2,341,811	-	82,938
81117 - OTHER FULL TIME SALARIES	2,811,759	210,000	3,021,759	1,299,454	1,719,403	-	2,902
81118 - PART TIME SALARY WAGES	187,822	10,000	197,822	77,813	96,219	20,500.97	3,289
81119 - SPED SUMMER SCHOOL(HARDY)	174,893	20,153	195,046	195,046	-	-	(0)
81120 - BUS MONITORS	24,985	-	24,985	4,000	-	4,160	16,825
81201 - TEMP SALARIES PROFESSIONAL	248,939	(130,000)	118,939	60,114	-	52,089	6,735
81202 - TEMPORARY SALARY WAGES OTHER	113,431	35,000	148,431	72,341	-	73,089	3,001
81203 - SUBSTITUTE TEACHERS DAY TO DAY	266,661	55,000	321,661	161,925	12,089	122,892	24,755
81204 - EXTENDED TERM SUB TEACHER	480,216	(76,879)	403,337	246,535	154,757	-	2,045
81205 - STUDENT ACTIVITY SUPPORT STIP	122,373	35,328	157,701	-	149,174	7,956	571
81206 - TEMPORARY CLERICAL HELP	29,982	-	29,982	13,157	-	8,972	7,853
81210 - ACADEMIC TEACHER LEADERSHIP	77,947	51,000	128,947	29,670	77,594	21,693	(10)
81215 - ADMINISTRATIVE STIPEND	71,559	5,290	76,849	9,690	67,136	-	22
81301 - OVERTIME PEAKLOAD REQUIREMENT	45,971	-	45,971	26,076	-	19,434	461
81302 - CUST/SNOW/ICE REMOVAL	14,991	20,000	34,991	13,102	-	19,652.39	2,237
81304 - MAINTENANCE SALARIES	610,871	(111,000)	499,871	223,287	226,493	50,000	91
81305 - MAINT/WK OUT OF CLASSIFICATION	7,163	-	7,163	189	-	4,371	2,603
81307 - PERMIT	-	12,565	12,565	12,565	-	-	0
81308 - OUT OF CLASSIFICATION SALARY	600	18,500	19,100	8,630	-	10,170	300
81310 - CALL BACK	8,994	8,000	16,994	10,480	-	6,160	354
81313 - AUTO ALLOWANCE	14,991	-	14,991	240	-	1,370	13,381
81314 - CUSTODIAL CLOTHING ALLOW	11,193	3,000	14,193	14,175	-	-	18
81316 - CUSTODIAL ABSENCE/VACATION	50,469	25,000	75,469	38,286	-	34,294	2,889
81318 - TEACHER ROOM MOVING	8,795	16,400	25,195	2,605	-	22,435	155
81320 - SKILLS STIPEND	2,499	1,000	3,499	1,615	1,885	-	(1)
81322 - OTHER STIPENDS	27,734	18,006	45,740	18,426	3,385	18,426	5,502
81323 - CUSTODIAL ATHLETIC EVENTS	15,518	-	15,518	5,546	-	8,319.02	1,653
81413 - LONGEVITY/TEACHERS	415,337	(22,500)	392,837	389,641	3,127	-	69
81414 - LONGEVITY ADMIN	14,189	7,270	21,459	21,455	-	-	4
81415 - LONGEVITY CLERICAL	24,636	4,240	28,876	28,874	-	-	2
81416 - LONGEVITY CUST	16,490	(2,525)	13,965	13,965	-	-	0
81730 - PENSIONS	2,399	1,800	4,199	1,716	2,402	-	82
81760 - CLOTHING ALLOWANCE	11,093	3,100	14,193	13,128	1,022	-	43

ARLINGTON PUBLIC SCHOOLS
GENERAL FUND EXPENDITURE REPORT
THRU DECEMBER 31, 2019

OBJECT DESCRIPTION	ORIGINAL APPROPRIATION	TRANSFERS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	PROJECTED ENCUMBRANCES	AVAILABLE BUDGET
82103 - POWER ELECTRICITY	652,070	320,000	972,070	411,561	188,439	372,050.89	19
82104 - NATURAL GAS	430,085	145,000	575,085	34,097	365,903	171,348.15	3,737
82403 - PLUMBING SERVICES	53,668	80,000	133,668	66,241	1,383	64,857.26	1,187
82404 - ROOF REPAIRS	9,288	-	9,288	2,074	3,676	-	3,538
82405 - FLOORING SUPPLIES/SERVICES	20,640	-	20,640	9,525	9,300	225.27	1,589
82407 - MASONRY SUPPLY SERVICES	4,691	6,200	10,891	4,500	-	6,300.00	91
82408 - ELECTRICAL SERVICES	25,895	(5,000)	20,895	7,804	13,066	-	25
82409 - GROUNDS SUPPLIES	11,916	(8,000)	3,916	980	2,300	-	636
82410 - PAINTING SERVICES	2,158	3,000	5,158	2,505	495	2,010.92	147
82411 - WINDOW GLASS SERVICE SUPPLIES	2,533	-	2,533	1,365	33	1,331.64	(197)
82412 - HVAC CONTRACTED SERVICES	44,097	16,000	60,097	29,562	6,177	23,384.96	973
82414 - BOILER CONTRACTED SERVICES	38,561	18,000	56,561	28,092	35	28,057.00	377
82415 - SNOW REMOVAL CONTRACTED	64,647	-	64,647	66	-	64,500.00	81
82420 - ELEVATOR MAINTENANCE REPAIRS	61,923	27,000	88,923	27,571	26,039	35,662.26	(349)
82703 - EQUIPMENT RENTAL	77,396	(8,000)	69,396	-	68,514	-	882
82904 - CUSTODIAL SUPPLIES CLEANING	406,347	98,000	504,347	180,190	281,550	42,378.92	229
82905 - EXTERMINATION SERVICES	7,037	-	7,037	750	250	500.00	5,537
82999 - MISC MAINTENANCE SERVICES	10,932	-	10,932	-	-	-	10,932
83101 - PROFESSIONAL TECH SERVICES	851,307	245,408	1,096,715	263,176	512,653	319,573.77	1,312
83102 - LEGAL SERVICES	176,779	-	176,779	77,012	62,988	14,023.04	22,756
83201 - TUITION OTHER SCHOOLS	6,092,846	(1,831,675)	4,261,171	1,298,733	2,767,155	121,976.64	73,307
83301 - CONTRACTED TRANSPORTATION	997,183	100,000	1,097,183	332,141	763,262	-	1,779
83302 - FIELD TRIPS	18,547	-	18,547	866	2,720	-	14,961
83303 - OTTO BUSING REIMBURSE	5,120	-	5,120	1,470	-	1,470.00	2,180
83402 - TELEPHONE/PAGERS	33,428	-	33,428	9,898	14,123	-	9,407
83403 - ADVERTISING	1,957	-	1,957	75	984	-	899
83404 - REPRODUCTION/PRINTING	9,991	2,300	12,291	1,369	293	1,075.96	9,553
83405 - POSTAGE	712	-	712	15	85	-	612
83802 - ENVIRONMENTAL SERVICES	1,595	-	1,595	4,041	539	3,502.82	(6,488)
83803 - SECURITY SERVICES	16,231	-	16,231	24,474	12,185	1,958.48	(22,387)
83804 - ATHLETIC SERVICES	165,705	-	165,705	50,170	23,789	26,381.18	65,365
83807 - INSURANCE	49,884	-	49,884	41,942	-	-	7,942
83808 - SAFETY EQUIP AND TESTING	690	-	690	-	-	-	690
84201 - OFFICE SUPPLIES	65,789	9,861	75,650	43,770	19,091	6,346.52	6,442
84303 - PLUMBING SUPPLIES	49,257	-	49,257	8,807	955	7,852.06	31,644
84306 - CARPENTRY SUPPLIES DOORS	51,414	-	51,414	10,451	6,861	3,590.17	30,511
84308 - ELECTRICAL SUPPLIES	18,107	-	18,107	3,424	1,375	2,048.71	11,260
84312 - HVAC SUPPLIES	25,051	-	25,051	7,441	5,485	1,955.29	10,170

ARLINGTON PUBLIC SCHOOLS
GENERAL FUND EXPENDITURE REPORT
THRU DECEMBER 31, 2019

OBJECT DESCRIPTION	ORIGINAL APPROPRIATION	TRANSFERS	REVISED BUDGET	YTD EXPENDED	ENCUMBRANCES	PROJECTED ENCUMBRANCES	AVAILABLE BUDGET
84321 - EQUIPMENT MAINTENANCE	32,545	15,000	47,545	22,824	3,031	19,792.33	1,898
84399 - MISC MAINTENANCE SUPPLIES	5,160	8,000	13,160	6,573	1,229	5,343.59	15
84802 - MOTOR VEHICLE REPAIR	102,145	(6,220)	95,925	38,518	48,588	-	8,819
84803 - GAS & OIL	35,412	6,220	41,632	20,100	21,529	-	3
84902 - FOOD SUPPLIES	45,836	19,768	65,604	8,751	13,866	-	42,988
85100 - EDUCATIONAL SUPPLIES	4,041	1,000	5,041	-	4,919	-	122
85101 - REPRO PAPER TONER SUPPLIES	99,380	-	99,380	47,203	14,574	32,628.82	4,974
85102 - TESTING MATERIALS	25,253	62	25,315	109	1,071	-	24,134
85103 - INSTRUCTIONAL MATERIALS	416,295	9,560	425,855	330,940	64,585	168,228.60	(137,899)
85104 - ATHLETIC SUPPLIES	74,185	-	74,185	24,881	9,400	15,480.10	24,424
85105 - INSTRUCTIONAL SOFTWARE	-	1,500	1,500	1,386	-	1,386.00	(1,272)
85106 - TEXTBOOKS BOOKS PERIODICALS	123,415	2,220	125,635	138,613	54,389	84,224.17	(151,592)
85110 - INSTRUCTION EQUIPMENT	11,722	3,864	15,586	10,314	3,215	7,098.95	(5,042)
85201 - MEDICAL SURGICAL SUPPLIES	90,849	-	90,849	6,967	16,755	-	67,127
85802 - COMPUTER SUPPLIES	60,025	-	60,025	56,023	3,251	52,772.31	(52,021)
85803 - GRADUATION SERVICE CEREMONIES	11,869	3,278	15,147	-	7,800	-	7,347
85804 - COMPUTER SOFTWARE	230,629	-	230,629	159,176	21,915	37,261.20	12,277
85806 - MISC SUPPLIES	2,221	(926)	1,295	622	501	120.92	51
87101 - BUSINESS TRAVEL	6,248	-	6,248	1,550	3,120	-	1,578
87105 - WORKSHOPS STIPENDS/GREEN SLIP	8,823	-	8,823	912	-	912.00	6,999
87106 - Graduate Course Reimbursement	13,129	10,000	23,129	5,889	16,963	-	277
87202 - TRAINING EDUC CONF & ATTENDANC	248,630	21,673	270,303	137,076	106,347	30,728.54	(3,849)
87301 - PROFESSIONAL AFFLIATIONS	61,148	5,939	67,087	38,062	3,656	34,405.57	(9,036)
87601 - COURT JUDGEMENTS SETTLEMENT	497	24,503	25,000	-	-	25,000	-
88501 - CAPITAL EQUIPMENT/FURNITURE	4,024	(4,024)	-	-	-	-	-
88502 - COMPUTER NETWORK TELECOM	2,662	-	2,662	2,131	-	500	31
88550 - COMPUTER EQUIPMENT HARDWARE	16,680	100,000	116,680	-	-	100,000	16,680
88560 - SPACE RENTAL	40,688	(40,688)	-	-	-	-	-
Grand Total	**71,427,139**	**-**	**71,427,139**	**26,714,530**	**41,851,208**	**2,446,230**	**415,171**

ARLINGTON PUBLIC SCHOOLS
GRANT FINANCIAL REPORT
THRU DECEMBER 31, 2019

GRANT NAME	OBJECT DESCRIPTION	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	PROJECTED TO COMPLETION	AVAILABLE BUDGET
Metco Grant	7330 - STATE REVENUE	(534,449)	(83,912)	-	(450,537)	-
	81111 - Administration Sal & Wages	104,192	36,326	-	67,866	-
	81112 - TEACHER SALARY & WAGES	83,835	29,653	4,822	49,360	-
	81116 - FULL TIME TEACHER AIDES SAL	79,600	11,043	14,412	54,145	-
	81201 - TEMP SALARIES PROFESSIONAL	11,345	710	-	10,635	-
	81202 - TEMPORARY SALARY WAGES OTHER	5,400	630	-	4,770	-
	83101 - PROFESSIONAL TECH SERVICES	20,582	-	1,000	19,582	-
	83301 - CONTRACTED TRANSPORTATION	217,510	65,175	132,440	19,895	-
	84201 - OFFICE SUPPLIES	1,120	-	-	1,120	-
	87202 - TRAINING EDUC CONF & ATTENDANC	5,300	-	2,969	2,331	-
	87301 - PROFESSIONAL AFFLIATIONS	1,850	403	700	748	-
	88550 - COMPUTER EQUIPMENT HARDWARE	3,715	547	768	2,400	-
Metco Grant Total Revenue		(534,449)	(83,912)	-	(450,537)	-
Metco Grant Total Expense		534,449	144,486	157,111	232,852	-
Special Ed Early Ed	7310 - FEDERAL REVENUE THRU STATE	(42,377)	(9,734)	-	(32,643)	-
	81112 - TEACHER SALARY & WAGES	30,832	10,673	21,345	(1,186)	-
	81201 - TEMP SALARIES PROFESSIONAL	900	-	-	900	-
	81731 - MTRB PENSION	2,775	-	-	2,775	-
	83101 - PROFESSIONAL TECH SERVICES	4,350	1,050	3,300	-	-
	85100 - EDUCATIONAL SUPPLIES	3,520	3,148	-	372	-
Special Ed Early Ed Total Revenue		(42,377)	(9,734)	-	(32,643)	-
Special Ed Early Ed Total Expense		42,377	14,871	24,645	2,861	-
Sped 94-142 Allocation	7310 - FEDERAL REVENUE THRU STATE	(1,524,109)	(391,739)	-	(1,132,370)	-
	81111 - Administration Sal & Wages	46,844	16,215	32,431	(1,802)	-
	81112 - TEACHER SALARY & WAGES	1,307,353	484,775	887,691	(77,043)	-
	81201 - TEMP SALARIES PROFESSIONAL	8,745	-	-	8,745	-
	81731 - MTRB PENSION	121,878	-	-	121,878	-
	83101 - PROFESSIONAL TECH SERVICES	39,289	-	-	39,289	-
Sped 94-142 Allocation Total Revenue		(1,524,109)	(391,739)	-	(1,132,370)	-
Sped 94-142 Allocation Total Expense		1,524,109	500,990	920,122	91,067	-
Title I Distribution	7310 - FEDERAL REVENUE THRU STATE	(186,970)	(44,961)	-	(142,009)	-
	81111 - Administration Sal & Wages	5,000	5,000	-	-	-
	81112 - TEACHER SALARY & WAGES	31,012	10,805	21,470	(1,263)	-
	81116 - FULL TIME TEACHER AIDES SAL	104,652	41,651	66,134	(3,134)	-
	81201 - TEMP SALARIES PROFESSIONAL	39,500	-	-	39,500	-
	81202 - TEMPORARY SALARY WAGES OTHER	250	-	-	250	-
	81731 - MTRB PENSION	2,791	-	-	2,791	-
	85106 - TEXTBOOKS BOOKS PERIODICALS	3,500	909	-	2,591	-
	87105 - WORKSHOPS STIPENDS/GREEN SLIP	265	-	-	265	-

ARLINGTON PUBLIC SCHOOLS
GRANT FINANCIAL REPORT
THRU DECEMBER 31, 2019

GRANT NAME	OBJECT DESCRIPTION	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	PROJECTED TO COMPLETION	AVAILABLE BUDGET
Title I Distribution Total Revenue		(186,970)	(44,961)	-	(142,009)	-
Title I Distribution Total Expense		186,970	58,365	87,604	41,000	-
Title II A Improving Teacher Quality	7310 - FEDERAL REVENUE THRU STATE	(79,654)	(7,965)	-	(71,689)	-
	81201 - TEMP SALARIES PROFESSIONAL	44,500	2,175	-	42,325	-
	83101 - PROFESSIONAL TECH SERVICES	9,997	1,300	6,004	2,693	-
	87105 - WORKSHOPS STIPENDS/GREEN SLIP	1,000	-	-	1,000	-
	87203 - TITLE II Covenant Sch Training	759	-	-	759	-
	87207 - Title II St Agnes Training	2,597	-	-	2,597	-
	87208 - TITLE IIA-ARL CATHOLIC	6,201	1,465	215	4,521	-
	87301 - PROFESSIONAL AFFLIATIONS	14,600	-	-	14,600	-
Title IIA Improving Teacher Quality Total Revenue		(79,654)	(7,965)	-	(71,689)	-
Title IIA Improving Teacher Quality Total Expense		79,654	4,940	6,219	68,495	-
Title III ELL	7310 - FEDERAL REVENUE THRU STATE	(40,241)	(4,024)	-	(36,217)	-
	81201 - TEMP SALARIES PROFESSIONAL	35,282	500	-	34,782	-
	83101 - PROFESSIONAL TECH SERVICES	800	-	-	800	-
	85103 - INSTRUCTIONAL MATERIALS	1,668	-	-	1,668	-
	87105 - WORKSHOPS STIPENDS/GREEN SLIP	2,491	-	-	2,491	-
Title III ELL Total Revenue		(40,241)	(4,024)	-	(36,217)	-
Title III ELL Total Expense		40,241	500	-	39,741	-
Consolidated Health Services Affiliated Grant	7330 - STATE REVENUE	(5,000)	-	-	(5,000)	-
	87202 - TRAINING EDUC CONF & ATTENDANC	4,000	3,000	-	1,000	-
	81117 - OTHER FULL TIME SALARIES	1,000	795	-	205	-
CHSA Total Revenue		(5,000)	-	-	(5,000)	-
CHSA Total Expense		5,000	3,795	-	1,205	-
Safe & Supportive Schools	7330 - STATE REVENUE	(7,500)	(750)	-	(6,750)	-
	81201 - TEMP SALARIES PROFESSIONAL	3,000	-	-	3,000	-
	87105 - WORKSHOPS STIPENDS/GREEN SLIP	4,500	-	4,500	-	-
Safe Schools Total Revenue		(7,500)	(750)	-	(6,750)	-
Safe Schools Total Expense		7,500	-	4,500	3,000	-

Grand Total Grant Revenues		(2,420,300)	(543,085)	-	(1,877,215)	-
Grand Total Grant Expenses		2,420,300	727,947	1,200,202	480,221	-

ARLINGTON PUBLIC SCHOOLS
REVOLVING FUND EXPENDITURE REPORT
THRU DECEMBER 31, 2019

REVOLVING DESCRIPTION	OBJECT DESCRIPTION	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	PROJECTED TO COMPLETION	AVAILABLE BUDGET
Athletic Fees	7289 - Miscellaneous Revenue	(260,000)	(171,493)	-	(88,507)	-
	81202 - Temporary Salary Wages Other	260,000	154,981	-	96,074	8,945
	85104 - Athletic Supplies	-	8,945	-	(8,945)	(8,945)
Athletic Fees Total Revenue		**(260,000)**	**(171,493)**	**-**	**(88,507)**	**-**
Athletic Fees Total Expense		**260,000**	**163,926**	**-**	**87,129**	**-**
Athletics Ticket Sales	7289 - Miscellaneous Revenue	(40,000)	(18,045)	-	(21,955)	-
	81202 - Temporary Salary Wages Other	40,000	3,429	-	28,398	8,174
	8300 - Contracted Services	-	6,793	-	-	(6,793)
	8350 - Curriculum Supplies	-	1,381	-	-	(1,381)
Athletic Ticket Sales Total Revenue		**(40,000)**	**(18,045)**	**-**	**(21,955)**	**-**
Athletic Ticket Sales Total Expense		**40,000**	**11,602**	**-**	**28,398**	**-**
Bishop Bus Fees	7289 - Miscellaneous Revenue	(20,000)	(31,450)	-	11,450	-
	8300 - Contracted Services	20,000	788	-	19,213	-
Bishop Bus Total Revenue		**(20,000)**	**(31,450)**	**-**	**11,450**	**-**
Bishop Bus Total Expense		**20,000**	**788**	**-**	**19,213**	**-**
Building Rental Fees	7289 - Miscellaneous Revenue	(350,000)	(105,499)	-	(244,501)	-
	8092 - Custodial/Overtime	150,000	61,404	-	88,596	-
	82103 - Power Electricity	200,000	-	-	200,000	-
	8300 - Contracted Services	-	19,801	11,097	(30,897)	-
	8350 - Curriculum Supplies	-	-	-	-	-
	8659 - Instructional Equipment	-	-	100	(100)	-
Building Rental Total Revenue		**(350,000)**	**(105,499)**	**-**	**(244,501)**	**-**
Building Rental Total Expense		**350,000**	**81,205**	**11,197**	**257,598**	**-**
Circuit Breaker	7310 - Federal Revenue Thru State	(2,317,327)	(1,307,575)	-	(1,009,752)	-
	83201 - Tuition Other Schools	2,317,327	843,230	1,504,406	(30,309)	-
Circuit Breaker Total Revenue		**(2,317,327)**	**(1,307,575)**	**-**	**(1,009,752)**	**-**
Circuit Breaker Total Expense		**2,317,327**	**843,230**	**1,504,406**	**(30,309)**	**-**
Foreign Exchange	7289 - Miscellaneous Revenue	(325,000)	(135,237)	-	(189,763)	-
	85103 - Instructional Materials	285,000	7,024	16,080	261,896	-
	87202 - Training Educ Conf & Attendanc	40,000	46,788	1,100	(7,888)	-
Foreign Visa Total Revenue		**(325,000)**	**(135,237)**	**-**	**(189,763)**	**-**
Foreign Visa Total Expense		**325,000**	**53,812**	**17,180**	**254,008**	**-**
Instrumental Music Fees	7289 - Miscellaneous Revenue	(148,265)	(85,598)	-	(62,667)	-
	81112 - Teacher Salary & Wages	148,265	76,424	-	71,841	-
	8300 - Contracted Services	-	-	-	-	-
Instrumental Music Total Revenue		**(148,265)**	**(85,598)**	**-**	**(62,667)**	**-**
Instrumental Music Total Expense		**148,265**	**76,424**	**-**	**71,841**	**-**
Menotomy Preschool	7289 - Miscellaneous Revenue	(142,000)	(205,540)	-	63,540	-
	81112 - Teacher Salary & Wages	142,000	70,640	47,211	24,149	-

ARLINGTON PUBLIC SCHOOLS
REVOLVING FUND EXPENDITURE REPORT
THRU DECEMBER 31, 2019

REVOLVING DESCRIPTION	OBJECT DESCRIPTION	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCES	PROJECTED TO COMPLETION	AVAILABLE BUDGET
	81116 - Full Time Teacher Aides Sal	-	6,012	-	(6,012)	-
Menotomy Preschool Total Revenue		**(142,000)**	**(205,540)**	**-**	**63,540**	**-**
Menotomy Preschool Total Expense		**142,000**	**76,652**	**47,211**	**18,137**	**-**
Peirce Field Rental	7289 - Miscellaneous Revenue	(22,000)	(19,975)	-	(2,025)	-
	8350 - Curriculum Supplies	-	759	-	(759)	-
	83804 - Athletic Services	22,000	7,545	-	14,455	-
Peirce Field Rental Total Revenue		**(22,000)**	**(19,975)**	**-**	**(2,025)**	**-**
Peirce Field Rental Total Expense		**22,000**	**8,304**	**-**	**13,696**	**-**
Traffic Supervisory Rebilling	7289 - Miscellaneous Revenue	(17,928)	-	-	(17,928)	-
	8350 - Curriculum Supplies	17,928	-	-	17,928	-
Traffic Supervisor Rebilling Total Revenue		**(17,928)**	**-**	**-**	**(17,928)**	**-**
Traffic Supervisor Rebilling Total Expense		**17,928**	**-**	**-**	**17,928**	**-**
Tuition In Revolving	7289 - Miscellaneous Revenue	(90,000)	(10,142)	-	(79,858)	-
	83201 - Tuition Other Schools	90,000	-	-	90,000	-
Tuition In Total Revenue		**(90,000)**	**(10,142)**	**-**	**(79,858)**	**-**
Tuition In Total Expense		**90,000**	**-**	**-**	**90,000**	**-**
AEA President Salary Offset	7289 - Miscellaneous Revenue	(15,671)	-	-	(15,671)	-
	81112 - Teacher Salary & Wages	15,671	-	-	15,671	-
AEA President Offset Total Revenue		**(15,671)**	**-**	**-**	**(15,671)**	**-**
AEA President Offset Total Expense		**15,671**	**-**	**-**	**15,671**	**-**
Total Revolving Revenue		**(3,748,191)**	**(2,090,554)**	**-**	**(1,657,637)**	**-**
Total Revolving Expense		**3,748,191**	**1,315,942**	**1,579,994**	**843,310**	**-**



Town of Arlington, Massachusetts

8:50 RFP Superintendent Search Consultant

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	Superintendent_Search_RFP.pdf	Superintendent Search RFP
🗋	Reference Material	Superintendent_Search_Process_Subommittee_011520-1.pdf	Supt Search Subcommittee Minutes

ARLINGTON PUBLIC SCHOOLS
RFP #20-S01
REQUEST FOR PROPOSAL

The School Committee is seeking proposals from qualified individuals and firms for professional services for the following:

SUPERINTENDENT SEARCH/CONSULTING SERVICES

Firms must have experience in performing public sector executive searches. The selected firm will have such duties as updating a position profile, developing a compensation and benefits range, applicant outreach, applicant screening, and interviewing candidates.

Proposals are invited and will be received by the Chief Financial Officer, Arlington Public Schools, on or before **2:00 P.M., Thursday, February 13, 2020** at the Arlington Public Schools Business Office, 869 Massachusetts Ave, Arlington, MA 02476.

Five (5) copies of technical proposal with one (1) digital copy on a USB drive shall be submitted in a separate sealed envelope marked **"RFP #20-S01 Superintendent Search/Consulting Services – Technical Proposal"** and One (1) copy of the price proposal in a sealed envelope marked **"RFP #20-S01 Superintendent Search/Consulting Services – Price Proposal"**.

Proposals delivered after the appointed time and date will not be considered.

General information, proposal instructions, and the scope of work are available at the Town Manager's Office/Purchasing Department.

Further information relative to this proposal can be obtained by contacting Neile Emond, Purchasing Agent at (781) 316-3516.

The School Committee reserves the right to cancel any request for proposals, to reject in whole or in part any and all proposals when it is deemed in the best interest of the Arlington Public Schools to do so.

ARLINGTON PUBLIC SCHOOLS
Michael Mason
Chief Financial Officer

January 30, 2020

SCOPE OF SERVICES

The Arlington School Committee is seeking a collaborative executive search firm (Consultant) to work with the School Committee and the community in recruiting a new Superintendent of Schools. The contract will begin when approved by the School Committee.

Posting of the Superintendent position and the collection of applications shall begin no later than September 18, 2020, with a closing date no later than October 16, 2020, unless mutually agreed by the School Committee and the Consultant. The final School Committee vote to hire the Superintendent shall take place no later than December 17, 2020, unless mutually agreed by the School Committee and the Consultant. This contract will continue until all negotiations with the successful superintendent candidate are completed and the employment contract is signed.

Scope of Work - Overview

1. Best practices:

The Consultant shall work collaboratively to support actions taken by the Arlington School Committee and/or a Superintendent Search Committee formed by the School Committee, and its representatives, in hiring our next public school superintendent.

2. Developing the Candidate Selection Criteria:

a. The Consultant shall assist the School Committee and/or the Superintendent Search Committee in defining the leadership needs of the district and in establishing selection criteria for a new superintendent by soliciting input from the School Committee, parents, staff, administration, Town officials, and the community through focus groups, interviews, and an online survey.

b. If requested by the School Committee and/or the Superintendent Search Committee, the Consultant shall review the current job description for the position of Superintendent of Schools, and recommend revisions subject to School Committee approval.

c. The Consultant shall organize, publicize, and facilitate at least five (5) and up to ten (10) focus groups to gather input on the type of leadership to be sought from the next Superintendent from all stakeholders in the community, including, but not limited to, school department employees (including educators), elected and appointed town government officials, parents, students, community partners, and other interested residents of Arlington.

d. The Consultant shall conduct at least five (5) and up to ten (10) individual or small group interviews with individuals specifically identified by the School Committee and/or the Superintendent Search Committee.

e. The Consultant shall conduct an online survey approved by the School Committee and/or the Superintendent Search Committee to collect broad community input for those not able to attend or not invited to a specific focus group.

3. Search Process Management:

a. The Consultant shall work collaboratively with the School Committee and/or Superintendent Search Committee to ensure that Arlington obtains the best candidate to meet our community and district expectations and priorities, both for today and in the future.

b. Timeline:

i. The Consultant shall work with the School Committee and/or Superintendent Search Committee to develop the Superintendent search schedule and timeline. (The timeline will be developed in the context of the Committee's parameters, in which the Superintendent position and the collection of applications shall begin no later than September 18, 2020, with a closing date no later than October 16, 2020, unless mutually agreed by the School Committee and the Consultant. The final School Committee vote to hire the Superintendent shall take place no later than December 17, 2020, unless mutually agreed by the School Committee and the Consultant.)

ii. The Consultant shall recommend and coordinate advertising, including its publication, frequency, and duration. Advertising costs are not to be included in the proposal price.

iii. The Consultant shall develop the application package, including submission requirements and timelines.

iv. The Consultant shall ensure the process is designed to attract a national pool of highly-qualified and diverse candidates.

4. Communication

a. The Consultant shall work collaboratively with the School Committee and the Superintendent Search Committee throughout the process, and keep the School Committee and the Superintendent Search Committee informed about what is occurring at each stage of the search process.

b. The Consultant shall meet with the School Committee and/or Superintendent Search Committee throughout the search and provide regular progress reports.

c. The Consultant shall coordinate or provide the school district with an up-to-date and maintained web page and, if requested by the School Committee and/or the Superintendent Search Committee, communicate through social media any necessary community information and updates about the search process.

d. The Consultant shall finalize for publication a written summary of the synthesis of communicated skills and experiences generated from focus group and community input. If requested by the School Committee and/or the Superintendent Search Committee, such summary will be communicated to potential candidates.

e. The Consultant shall advise the School Committee and the Superintendent Search Committee regarding best practices pertaining to the use of social media during the selection process.

5. Recruitment Process

a. The Consultant shall ensure that the search process is transparent, thorough, and will engage as many stakeholders as feasibly possible in order to best represent and engage our diverse professional, parent, educator, and resident community.

b. The Consultant shall present findings to the School Committee of selection criteria recommendations from the data gathered.

c. The Consultant shall assist the School Committee and/or Superintendent Search Committee in developing descriptive documents (i.e. brochures and electronic materials) for prospective applicants, including requirements, submissions, and timelines.

d. The Consultant shall conduct direct and indirect search recruitment activities via networking and advertising publications in order to generate a national pool of high-quality, diverse applicants. A racially and demographically diverse candidate pool is essential.

e. The Consultant shall determine methods of direct recruiting, including professional networks.

6. Candidate Screening:

a. The Consultant shall prescreen and verify submitted application materials for completeness and to ensure that all candidates meet all requirements. The Consultant shall recommend a minimum number of candidates required for a viable search. The School Committee reserves the right to designate a School Committee member to review any and all applications.

b. After reviewing submitted applications, the Consultant shall determine with the School Committee and/or Superintendent Search Committee the number of initial screening candidates (those invited for interviews with the Superintendent Search Committee) and the number of finalists (those invited for interviews with the School Committee).

c. The Consultant shall verify credentials and conduct extensive reference checks of finalists prior to announcing the names of candidates to the community.

7. Selection Process

a. The Consultant shall assist the School Committee and the Superintendent Search Committee through screenings and interviews.

b. The Consultant shall assist the School Committee with the assembly of the Superintendent Search Committee and community members involved in the selection process. To fulfill this requirement, the Consultant shall:

i. assist in recruiting a diverse body of community members to participate in the selection process to the extent determined by the School Committee and/or the Superintendent Search Committee. The consultant shall prepare a report of aggregate demographic characteristics and other data pertaining to the pool of applicants who wish to serve on the Superintendent Search Committee.

ii. conduct an orientation and interview training of all persons (pertinent laws, regulations, and policies) participating in the selection process.

c. The Consultant shall be responsible for all scheduling related to the work of the Superintendent Search Committee, and will ensure that their work is completed in a timely manner.

d. The Consultant shall provide support for the Superintendent Search Committee. This will include reviewing candidate paperwork, assisting with the development of interview questions and a scoring rubric, conducting interviews, and identifying finalists who will be advanced to the full School Committee.

8. Final Candidate Selection Process:

a. The Consultant shall assist the School Committee and/or the Superintendent Search Committee in the final selection process, along with any additional support the Superintendent Search Committee may need.

b. The consultant shall arrange to begin finalist interviews no later than November 30, 2020, unless a different date is mutually agreed by the Consultant and the School Committee.

c. The consultant shall schedule candidate site visits and Arlington community introductions for the finalists.

d. The consultant shall manage interviews of finalists with the full School Committee. This will include reviewing candidates' paperwork, assisting with the development of interview questions and a scoring rubric, and conducting interviews.

e. The consultant shall manage reference checking and site visits to place of employment of finalists.

9. Candidate Negotiations and Employment Offer:

a. The consultant shall assist the School Committee in managing the preferred candidate offer, negotiation, and development of employment contract.

b. The consultant shall provide recommendations to the School Committee for an appropriate compensation and benefit package, based on market study.

c. The School Committee will develop and negotiate the contract of employment.

10. Candidate Retention:

After the selected superintendent has the opportunity to become acclimated to his or her new position, and if requested by the School Committee and/or the Superintendent Search Committee, the consultant shall provide eight hours of team building workshop(s) with the superintendent, administrative team, and School Committee. The goal of this workshop shall be to define roles and build the foundation for an effective approach to school governance in the Arlington Public Schools.

11. Consultant Conditions:

a. Travel expenses are not included as a separate allowable expense. Travel is considered overhead to the consultant.

b. Advertising expenses will be funded by the district after the School Committee approves the marketing plan.

c. The search will be deemed complete upon a signed contract with a new Superintendent.

If, after due consideration, the School Committee determines that it does not wish to appoint any of the candidates who have applied for the position, the Consultant must be willing to provide any assistance and aforementioned services with conducting a reopened search for Superintendent or Interim Superintendent.

Minimum Evaluation Criteria

a. The Proposer must be available to execute this contract in time for a final vote to hire no later than March 26, 2020.

b. The Proposer is available to make a presentation and be interviewed at a scheduled meeting no earlier than February 24, 2020 and no later than March 12, 2020.

V. Comparative Evaluation Criteria

1. Proposer's Experience

Highly Advantageous: The Proposer has five (5) or more years experience in conducting successful executive searches with public school systems, other educational institutions, and other non-profit organizations, and during the past five (5) years has concluded at least three (3) successful searches for a School Superintendent in Massachusetts, one (1) of which must have been for a district of similar size and demographics as Arlington.

Advantageous: The Proposer has at least three (3) years experience in successful executive search and hiring processes and has concluded at least two (2) successful executive search for Superintendents with Massachusetts public school systems.

Not Advantageous: The Proposer has fewer than three (3) years experience in successful executive search and hiring processes and has concluded only one (1) successful executive searches for a Superintendent.

Unacceptable: The Proposer has fewer than three (3) years experience in executive search and hiring processes and has not concluded any successful executive searches for a Superintendent.

2. Evaluation of the Proposed Plan:

Highly Advantageous: The proposal contains a clear and comprehensive plan that addresses all the

objectives stated in the Scope of Service and Proposal Submission Requirements.

Advantageous: The proposal contains a clear plan that addresses most of the project objectives stated in the Scope of Service and Proposal Submission Requirements.

Not Advantageous: The proposal does not contain a clear plan.

Unacceptable: The proposal fails to meet the objectives stated in the Scope of Service and Proposal Submission Requirements.

3. Proposer's Recruitment Materials

Highly Advantageous: The Proposer includes samples of advertisements, brochures and other forms of candidate outreach from at least five (5) different Superintendent searches with the proposal, at least one (1) of which involves a Superintendent search in Massachusetts.

Advantageous: The Proposer includes samples of advertisements, brochures and other forms of candidate outreach from at least three (3) different executive searches with the proposal, at least one (1) of which involves a Superintendent search.

Not Advantageous: The Proposer includes three (3) or fewer samples of advertisements, brochures, and other forms of candidate outreach with the proposal, none of which involve a Superintendent search.

Unacceptable: The Proposer does not include samples of advertisements, brochures or other forms of candidate outreach.

4. Evaluation of Interview Presentation

The Superintendent Search Process Subcommittee and/or the School Committee may schedule interviews with any Proposer. Interviews will be ranked as follows:

Highly Advantageous: Proposer for this project was present, clearly stated a plan of action, demonstrated excellent communications skills, presented other personnel with experience and skills who will be assigned for the duration of this project, demonstrated awareness and understanding of the goals and objectives of the Arlington Public Schools, and successfully responded to all questions from the Superintendent Search Process Subcommittee and/or the School Committee.

Advantageous: Proposer for this project was present, outlined a plan of action, demonstrated excellent communication skills, presented other personnel with experience and skills who will be assigned for the

duration of this project, demonstrated awareness and understanding of the goals and objectives of the Public Schools of Arlington, and successfully responded to most of the questions from the Superintendent Search Process Subcommittee and/or the School Committee.

Not Advantageous: Proposer for this project was present but did not present a plan of action, or was unable to communicate effectively, or presented other personnel who did not have the experience and skills to work on the project, did not demonstrate awareness and understanding of the goals and objectives of the Public Schools of Arlington, and/or would not be assigned for the duration of this project or did not successfully respond to questions from the Superintendent Search Process Subcommittee and/or the School Committee .

Unacceptable: Proposer for this project was not present and did not present a plan of action, or was unable to communicate effectively, or presented other personnel who did not have the experience and skills to work on the project, demonstrated awareness and understanding of the goals and objectives of the Public Schools of Arlington, and/or would not be assigned for the duration of this project or did not successfully respond to questions from the Superintendent Search Process Subcommittee and/or the School Committee .

5. Presentation:

Highly Advantageous: The Proposer's presentation was clear, well organized and demonstrated both effective communication skills and an understanding of the particular needs of the Arlington Public Schools community.

Advantageous: The Proposer's presentation was clear, well organized and demonstrated effective and sensitive communication skills.

Not Advantageous: The Proposer's presentation was disorganized or did not demonstrate effective communication skills.

Unacceptable: The Proposer's presentation demonstrated a clear lack of communication skills.

CERTIFICATE OF NON-COLLUSION

The undersigned certifies under penalties of perjury that this bid or proposal has been made and submitted in good faith and without collusion or fraud with any other person. As used in this certification, the word "person" shall mean any natural person, business, partnership, corporation, union, committee, club or other organization, entity, or group of individuals.

(Signature of individual submitting bid or proposal)

(Name of individual submitting bid or proposal)

Name of Business

Date

Pursuant to M.G.L. Chapter 62C, Section 49A, I certify under the penalties of perjury that I have complied with all laws of the commonwealth relating to taxes, reporting of employees and contractors, and withholding and remitting child support.

_____ _____

Social Security Number or Federal Identification Number

Signature of Individual or Responsible Corporate Officer and Title

NON-COLLUSION FORMS MUST BE SIGNED AND SUBMITTED WITH BID

Arlington School Committee
Superintendent Search Process Subcommittee
Wednesday, January 15, 2020
5:15 p.m.

Arlington High SchoolSchool Committee Room869 Massachusetts Avenue, 6th FloorArlington, MA

DRAFT MINUTES

The meeting was called to order at 5:20 p.m.

Present: Paul Schlichtman, subcommittee chair
Jennifer Susse, subcommittee member
Kirsi Allison-Ampe, subcommittee member
Bill Hayner, school committee member

Public Comment:
None

On a **motion** by Dr. Susse, **seconded** by Mr. Schlichtman, it was **voted** to approve the minutes of October 28, 2019. (2-0-1) Dr. Allison-Ampe abstained.

On a **motion** by Dr. Susse, **seconded** by Dr. Allison-Ampe, it was **voted** to approve the minutes of October 28, 2019. (3-0)

The subcommittee examined the proposed Request for Proposals for a search consultant. The subcommittee examined the document, paragraph by paragraph, and made edits based on a consensus of the subcommittee members.

On a **motion** by Dr. Susse, **seconded** by Dr. Allison-Ampe, it was **voted** to approve the Request for Proposals, as amended. (3-0)

On a **motion** by Dr. Susse, **seconded** by Dr. Allison-Ampe, it was **voted** to adjourn at 7:07 p.m. (3-0)

Scope of Services

The Arlington School Committee is seeking a collaborative executive search firm (Consultant) to work with the School Committee and the community in recruiting a new Superintendent of Schools. The contract will begin when approved by the School Committee.

Posting of the Superintendent position and the collection of applications shall begin no later than September 18, 2020, with a closing date no later than October 16, 2020, unless mutually agreed by the School Committee and the Consultant. The final School Committee vote to hire the Superintendent shall take place no later than December 17, 2020, unless mutually agreed by the School Committee and the Consultant. This contract will continue until all negotiations with the successful superintendent candidate are completed and the employment contract is signed.

Scope of Work - Overview

1. Best practices:

The Consultant shall work collaboratively to support actions taken by the Arlington School Committee and/or a Superintendent Search Committee formed by the School Committee, and its representatives, in hiring our next public school superintendent.

2. Developing the Candidate Selection Criteria:

a. The Consultant shall assist the School Committee and/or the Superintendent Search Committee in defining the leadership needs of the district and in establishing selection criteria for a new superintendent by soliciting input from the School Committee, parents, staff, administration, Town officials, and the community through focus groups, interviews, and an online survey.

b. If requested by the School Committee and/or the Superintendent Search Committee, the Consultant shall review the current job description for the position of Superintendent of Schools, and recommend revisions subject to School Committee approval.

c. The Consultant shall organize, publicize, and facilitate at least five (5) and up to ten (10) focus groups to gather input on the type of leadership to be sought from the next Superintendent from all stakeholders in the community, including, but not limited to, school department employees (including educators), elected and appointed town government officials, parents, students, community partners, and other interested residents of Arlington.

d. The Consultant shall conduct at least five (5) and up to ten (10) individual or small group interviews with individuals specifically identified by the School Committee and/or the Superintendent Search Committee.

e. The Consultant shall conduct an online survey approved by the School Committee and/or the Superintendent Search Committee to collect broad community input for those not able to attend or not invited to a specific focus group.

3. Search Process Management:

a. The Consultant shall work collaboratively with the School Committee and/or Superintendent Search Committee to ensure that Arlington obtains the best candidate to meet our community and district expectations and priorities, both for today and in the future.

b. Timeline:

i. The Consultant shall work with the School Committee and/or Superintendent Search Committee to develop the Superintendent search schedule and timeline. (The timeline will be developed in the context of the Committee's parameters, in which the Superintendent position and the collection of applications shall begin no later than September 18, 2020, with a closing date no later than October 16, 2020, unless mutually agreed by the School Committee and the Consultant. The final School Committee vote to hire the Superintendent shall take place no later than December 17, 2020, unless mutually agreed by the School Committee and the Consultant.)

ii. The Consultant shall recommend and coordinate advertising, including its publication, frequency, and duration. Advertising costs are not to be included in the proposal price.

iii. The Consultant shall develop the application package, including submission requirements and timelines.

iv. The Consultant shall ensure the process is designed to attract a national pool of highly-qualified and diverse candidates.

4. Communication

a. The Consultant shall work collaboratively with the School Committee and the Superintendent Search Committee throughout the process, and keep the School Committee and the Superintendent Search Committee informed about what is occurring at each stage of the search process.

b. The Consultant shall meet with the School Committee and/or Superintendent Search Committee throughout the search and provide regular progress reports.

c. The Consultant shall coordinate or provide the school district with an up-to-date and maintained web page and, if requested by the School Committee and/or

the Superintendent Search Committee, communicate through social media any necessary community information and updates about the search process.

d. The Consultant shall finalize for publication a written summary of the synthesis of communicated skills and experiences generated from focus group and community input. If requested by the School Committee and/or the Superintendent Search Committee, such summary will be communicated to potential candidates.

e. The Consultant shall advise the School Committee and the Superintendent Search Committee regarding best practices pertaining to the use of social media during the selection process.

5. Recruitment Process

a. The Consultant shall ensure that the search process is transparent, thorough, and will engage as many stakeholders as feasibly possible in order to best represent and engage our diverse professional, parent, educator, and resident community.

b. The Consultant shall present findings to the School Committee of selection criteria recommendations from the data gathered.

c. The Consultant shall assist the School Committee and/or Superintendent Search Committee in developing descriptive documents (i.e. brochures and electronic materials) for prospective applicants, including requirements, submissions, and timelines.

d. The Consultant shall conduct direct and indirect search recruitment activities via networking and advertising publications in order to generate a national pool of high-quality, diverse applicants. A racially and demographically diverse candidate pool is essential.

e. The Consultant shall determine methods of direct recruiting, including professional networks.

6. Candidate Screening:

a. The Consultant shall prescreen and verify submitted application materials for completeness and to ensure that all candidates meet all requirements. The Consultant shall recommend a minimum number of candidates required for a viable search. The School Committee reserves the right to designate a School Committee member to review any and all applications.

b. After reviewing submitted applications, the Consultant shall determine with the School Committee and/or Superintendent Search Committee the number of initial screening candidates (those invited for interviews with the Superintendent Search Committee) and the number of finalists (those invited for interviews with the School Committee).

c. The Consultant shall verify credentials and conduct extensive reference checks of finalists prior to announcing the names of candidates to the community.

7. Selection Process

a. The Consultant shall assist the School Committee and the Superintendent Search Committee through screenings and interviews.

b. The Consultant shall assist the School Committee with the assembly of the Superintendent Search Committee and community members involved in the selection process. To fulfill this requirement, the Consultant shall:

i. assist in recruiting a diverse body of community members to participate in the selection process to the extent determined by the School Committee and/or the Superintendent Search Committee. The consultant shall prepare a report of aggregate demographic characteristics and other data pertaining to the pool of applicants who wish to serve on the Superintendent Search Committee.

ii. conduct an orientation and interview training of all persons (pertinent laws, regulations, and policies) participating in the selection process.

c. The Consultant shall be responsible for all scheduling related to the work of the Superintendent Search Committee, and will ensure that their work is completed in a timely manner.

d. The Consultant shall provide support for the Superintendent Search Committee. This will include reviewing candidate paperwork, assisting with the development of interview questions and a scoring rubric, conducting interviews, and identifying finalists who will be advanced to the full School Committee.

8. Final Candidate Selection Process:

a. The Consultant shall assist the School Committee and/or the Superintendent Search Committee in the final selection process, along with any additional support the Superintendent Search Committee may need.

b. The consultant shall arrange to begin finalist interviews no later than November 30, 2020, unless a different date is mutually agreed by the Consultant and the School Committee.

c. The consultant shall schedule candidate site visits and Arlington community introductions for the finalists.

d. The consultant shall manage interviews of finalists with the full School Committee. This will include reviewing candidates' paperwork, assisting with the development of interview questions and a scoring rubric, and conducting interviews.

e. The consultant shall manage reference checking and site visits to place of employment of finalists.

9. Candidate Negotiations and Employment Offer:

a. The consultant shall assist the School Committee in managing the preferred candidate offer, negotiation, and development of employment contract.

b. The consultant shall provide recommendations to the School Committee for an appropriate compensation and benefit package, based on market study.

c. The School Committee will develop and negotiate the contract of employment.

10. Candidate Retention:

After the selected superintendent has the opportunity to become acclimated to his or her new position, and if requested by the School Committee and/or the Superintendent Search Committee, the consultant shall provide eight hours of team building workshop(s) with the superintendent, administrative team, and School Committee. The goal of this workshop shall be to define roles and build the foundation for an effective approach to school governance in the Arlington Public Schools.

11. Consultant Conditions:

a. Travel expenses are not included as a separate allowable expense. Travel is considered overhead to the consultant.

b. Advertising expenses will be funded by the district after the School Committee approves the marketing plan.

c. The search will be deemed complete upon a signed contract with a new Superintendent.

If, after due consideration, the School Committee determines that it does not wish to appoint any of the candidates who have applied for the position, the Consultant must be willing to provide any assistance and aforementioned services with conducting a reopened search for Superintendent or Interim Superintendent.

Minimum Evaluation Criteria

a. The Proposer must be available to execute this contract in time for a final vote to hire no later than March 26, 2020.

b. The Proposer is available to make a presentation and be interviewed at a scheduled meeting no earlier than February 24, 2020 and no later than March 12, 2020.

V. Comparative Evaluation Criteria

1. Proposer's Experience

Highly Advantageous: The Proposer has five (5) or more years experience in conducting successful executive searches with public school systems, other educational institutions, and other non-profit organizations, and during the past five (5) years has concluded at least three (3) successful searches for a School Superintendent in Massachusetts, one (1) of which must have been for a district of similar size and demographics as Arlington.

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Unacceptable: The Proposer has fewer than three (3) years experience in executive search and hiring processes and has not concluded any successful executive searches for a Superintendent.

2.Evaluation of the Proposed Plan:

Highly Advantageous: The proposal contains a clear and comprehensive plan that addresses all the objectives stated in the Scope of Service and Proposal Submission Requirements.

Advantageous: The proposal contains a clear plan that addresses most of the project objectives stated in the Scope of Service and Proposal Submission Requirements.

Not Advantageous: The proposal does not contain a clear plan.

Unacceptable: The proposal fails to meet the objectives stated in the Scope of Service and Proposal Submission Requirements.

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Advantageous: Proposer for this project was present, outlined a plan of action, demonstrated excellent communication skills, presented other personnel with experience and skills who will be assigned for the duration of this project, demonstrated awareness and understanding of the goals and objectives of the Public Schools of Arlington, and successfully responded to most of the questions from the Superintendent Search Process Subcommittee and/or the School Committee .

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Unacceptable: Proposer for this project was not present and did not present a plan of action,

or was unable to communicate effectively, or presented other personnel who did not have the experience and skills to work on the project, demonstrated awareness and understanding of the goals and objectives of the Public Schools of Arlington, and/or would not be assigned for the duration of this project or did not successfully respond to questions from the Superintendent Search Process Subcommittee and/or the School Committee .

5. Presentation:

Highly Advantageous: The Proposer's presentation was clear, well organized and demonstrated both effective communication skills and an understanding of the particular needs of the Arlington Public Schools community.

Advantageous: The Proposer's presentation was clear, well organized and demonstrated effective and sensitive communication skills.

Not Advantageous: The Proposer's presentation was disorganized or did not demonstrate effective communication skills.

Unacceptable: The Proposer's presentation demonstrated a clear lack of communication skills.

Town of Arlington, Massachusetts

9:05 p.m. Superintendent's Report, K. Bodie

Summary:

- AHS Building Project Update

Town of Arlington, Massachusetts

9:15 p.m. Consent Agenda

Summary:
*Approval of Warrant: Warrant Number 20140, Dated 1/14/2020 Total *Amount $487,645.10
*Approval of Minutes: Regular School Committee Minutes None
*Approval of Trips: England and France History Tour

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	Warrant_#_20140_in_the_amount_of_$487_645.10.pdf	Warrant # 20140
🗋	Reference Material	International_Travel_Application.pdf	England and France History Tour

APPROVAL OF ACCOUNTS PAYABLE

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number	20140	Total Warrant Amount	$487,645.10
Dated	1/14/20		

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

Superintendent of Schools / Chief Financial Officer

School Committee

School Committee

School Committee

School Committee

SC

TOWN OF ARLINGTON

DATE: 01/14/2020 WARRANT: 20140 AMOUNT: $ 487,645.10

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS INDICATED.

TOWN MANAGER _____

COMPTROLLER _____

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 20140 01/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
27747 A PLUS TRANSPORTATION,		00000	202866	INV	01/14/2020	12.2019		370564		
1 02816990 83301 3300		TRANS HOM		TRANS		805.00				
		Invoice Net				805.00				
					CHECK TOTAL		805.00			
27354 A TO Z FOODS		00000	201824	INV	01/14/2020	6698728		369688		
1 03034309 835001		FOOD SERV		FOOD SERVI		225.00				
		Invoice Net				225.00				
27354 A TO Z FOODS		00000	201824	INV	01/14/2020	6698730		369689		
1 03034309 835001		FOOD SERV		FOOD SERVI		300.00				
		Invoice Net				300.00				
27354 A TO Z FOODS		00000	201824	INV	01/14/2020	6698729		370903		
1 03034309 835001		FOOD SERV		FOOD SERVI		262.50				
		Invoice Net				262.50				
27354 A TO Z FOODS		00000	201824	INV	01/14/2020	6698731		370904		
1 03034309 835001		FOOD SERV		FOOD SERVI		262.50				
		Invoice Net				262.50				
27354 A TO Z FOODS		00000	201824	INV	01/14/2020	6698732		370905		
1 03034309 835001		FOOD SERV		FOOD SERVI		300.00				
		Invoice Net				300.00				
27354 A TO Z FOODS		00000	201824	INV	01/14/2020	6698733		370906		
1 03034309 835001		FOOD SERV		FOOD SERVI		262.50				
		Invoice Net				262.50				
27354 A TO Z FOODS		00000	201824	INV	01/14/2020	6698734		370907		
1 03034309 835001		FOOD SERV		FOOD SERVI		375.00				
		Invoice Net				375.00				
					CHECK TOTAL		1,987.50			
70039 ACT, INC		00002	203790	INV	01/14/2020	32177659		370893		
1 1953	84000	PSAT SAT A		MISC EXP		3,724.00				
		Invoice Net				3,724.00				
					CHECK TOTAL		3,724.00			
32432 AHOLD FINANCIAL SERVIC		00003	11573020	INV	01/14/2020	176239		369822		
1 15127260 84902 3520		PEIRCE		FOOD SUPPL		170.72				
		Invoice Net				170.72				
32432 AHOLD FINANCIAL SERVIC		00003	11572820	INV	01/14/2020	176244		369823		
1 15122260 84902 3520		HARDY GEN		HARDY FOOD		75.06				
		Invoice Net				75.06				
32432 AHOLD FINANCIAL SERVIC		00003	11572720	INV	01/14/2020	176246		369824		
1 15123260 84902 3520		AFT SCH		FOOD SUPPL		103.77				
		Invoice Net				103.77				
32432 AHOLD FINANCIAL SERVIC		00003	201860	INV	01/14/2020	176245		370008		
1 02426715 85103 2415		C&I SCIENC		INSTRUCT		3.29				
		Invoice Net				3.29				
32432 AHOLD FINANCIAL SERVIC		00003	11573020	INV	01/14/2020	176250		370141		
1 15127260 84902 3520		PEIRCE		FOOD SUPPL		99.54				
		Invoice Net				99.54				

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 20140 01/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32432 AHOLD FINANCIAL SERVIC	1 15122260 84902 3520 HARDY GEN	00003	11572820	INV	01/14/2020	176249	370142		
	HARDY FOOD					30.92			
	Invoice Net					30.92			
32432 AHOLD FINANCIAL SERVIC	1 15125145 84902 3520 BRACKETT	00003	11573220	INV	01/14/2020	176242	370437		
	FOOD					108.11			
	Invoice Net					108.11			
32432 AHOLD FINANCIAL SERVIC	1 15125145 84902 3520 BRACKETT	00003	11573220	INV	01/14/2020	176248	370438		
	FOOD					157.53			
	Invoice Net					157.53			
32432 AHOLD FINANCIAL SERVIC	1 15123260 84902 3520 AFT SCH	00003	11572720	INV	01/14/2020	176247	370439		
	FOOD SUPPL					175.04			
	Invoice Net					175.04			
32432 AHOLD FINANCIAL SERVIC	1 15122260 84902 3520 HARDY GEN	00003	11572820	INV	01/14/2020	176253	370876		
	HARDY FOOD					28.39			
	Invoice Net					28.39			
						CHECK TOTAL 952.37			
34814 AMAZON	1 1336765 84201 6200 GEN ADMIN	00002	200818	INV	01/14/2020	453947536379	369825		
	OFFICE					54.75			
	Invoice Net					54.75			
34814 AMAZON	1 1336765 84201 6200 GEN ADMIN	00002	200818	INV	01/14/2020	854778977899	369826		
	OFFICE					8.99			
	Invoice Net					8.99			
34814 AMAZON	1 1336765 84201 6200 GEN ADMIN	00002	200818	INV	01/14/2020	564357677336	369827		
	OFFICE					29.97			
	Invoice Net					29.97			
34814 AMAZON	1 1336765 84201 6200 GEN ADMIN	00002	200818	INV	01/14/2020	448569439736	369828		
	OFFICE					31.47			
	Invoice Net					31.47			
						CHECK TOTAL 125.18			
1195 AMERICAN ALARM & COMMU	1 02216506 85103 2415 ELEM EDUC	00000	203055	INV	01/14/2020	959259	369829		
	INSTRUCT					210.00			
	Invoice Net					210.00			
						CHECK TOTAL 210.00			
72625 AMERICAN ALLIANCE FOR	1 02636575 87202 2357 PROF DEV	00000	202816	INV	01/14/2020	CONVENTION REGISTRAT	369848		
	TRAINING					540.00			
	Invoice Net					540.00			
						CHECK TOTAL 540.00			
28007 ANDERSON, WARREN	1 02026635 83804 3510 ATH/G/BB	00000		INV	01/14/2020	20256	370854		
	ATHLETIC					62.00			
	Invoice Net					62.00			
						CHECK TOTAL 62.00			
28022 ANDRINA'S		00000	201825	INV	01/14/2020	370247	370902		

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 20140 01/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03034309 835001	FOOD SERV		FOOD SERVI		1,429.00			
		Invoice Net				1,429.00			
						CHECK TOTAL 1,429.00			
37651	ARGUMENT DRIVEN INQUIR	00000	202645	INV	01/14/2020	101-1631	370440		
	1 02426715 85103 2415	C&I SCIENC		INSTRUCT		195.00			
		Invoice Net				195.00			
						CHECK TOTAL 195.00			
29770	ARISE CONSULTING SERVI	00001	200552	INV	01/14/2020	CONSULT LC-DEC'19	370565		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		665.00			
		Invoice Net				665.00			
29770	ARISE CONSULTING SERVI	00001	200553	INV	01/14/2020	CONSULT BD-DEC'19	370566		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		440.00			
		Invoice Net				440.00			
29770	ARISE CONSULTING SERVI	00001	200554	INV	01/14/2020	CONSULT OD-DEC'19	370567		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		240.00			
		Invoice Net				240.00			
29770	ARISE CONSULTING SERVI	00001	200557	INV	01/14/2020	CONSULT PG-DEC'19	370568		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		500.00			
		Invoice Net				500.00			
29770	ARISE CONSULTING SERVI	00001	200558	INV	01/14/2020	CONSULT JK-DEC'19	370569		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		620.00			
		Invoice Net				620.00			
29770	ARISE CONSULTING SERVI	00001	200559	INV	01/14/2020	CONSULT HRL-DEC'19	370570		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		250.00			
		Invoice Net				250.00			
29770	ARISE CONSULTING SERVI	00001	200560	INV	01/14/2020	CONSULT TR-DEC'19	370571		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		590.00			
		Invoice Net				590.00			
29770	ARISE CONSULTING SERVI	00001	200606	INV	01/14/2020	CONSULT GS-DEC'19	370572		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		262.50			
		Invoice Net				262.50			
29770	ARISE CONSULTING SERVI	00001	200874	INV	01/14/2020	CONSULT HC-DEC'19	370573		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		385.00			
		Invoice Net				385.00			
29770	ARISE CONSULTING SERVI	00001	200875	INV	01/14/2020	CONSULT LC-DEC'19	370574		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		1,110.00			
		Invoice Net				1,110.00			
29770	ARISE CONSULTING SERVI	00001	200877	INV	01/14/2020	CONSULT DL-DEC'19	370575		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		1,000.00			
		Invoice Net				1,000.00			
29770	ARISE CONSULTING SERVI	00001	200878	INV	01/14/2020	CONSULT AM-DEC'19	370576		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		1,567.50			
		Invoice Net				1,567.50			
29770	ARISE CONSULTING SERVI	00001	200879	INV	01/14/2020	CONSULT AT-DEC'19	370577		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		1,056.25			
		Invoice Net				1,056.25			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29770	ARISE CONSULTING SERVI	00001	201754	INV	01/14/2020	CONSULT MM-DEC'19	370578		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		330.00			
		Invoice Net				330.00			
						CHECK TOTAL 9,016.25			
15724	ARLINGTON CENTER FOR T	00000	203772	INV	01/14/2020	2349	370852		
	1 1336780 81112 3520	KIDZONE		INSTRUCTIO		5,700.00			
		Invoice Net				5,700.00			
						CHECK TOTAL 5,700.00			
21518	ARL/BEL TRANSPORTATION	00002	201203	INV	01/14/2020	#12/19-LL	370661		
	1 02816990 83301 3300	TRANS HOM		TRANS		1,540.00			
		Invoice Net				1,540.00			
21518	ARL/BEL TRANSPORTATION	00002	201379	INV	01/14/2020	12/19-AP,EH,JM,JL,DB	370662		
	1 02816980 83301 3300	SPED/REIMB		TRANS		7,856.50			
		Invoice Net				7,856.50			
						CHECK TOTAL 9,396.50			
37809	AUTISM SPECTRUM THERAP	00001	203760	INV	01/14/2020	19111069536AV	370579		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		668.34			
		Invoice Net				668.34			
37809	AUTISM SPECTRUM THERAP	00001	203760	INV	01/14/2020	19111069537AV	370580		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		1,688.42			
		Invoice Net				1,688.42			
37809	AUTISM SPECTRUM THERAP	00001	203760	INV	01/14/2020	19111065208AV	370581		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		281.40			
		Invoice Net				281.40			
37809	AUTISM SPECTRUM THERAP	00001	203760	INV	01/14/2020	19121069539AV	370582		
	1 02456821 83101 2320	SPED/CLINI		PROF TECH		2,207.60			
		Invoice Net				2,207.60			
						CHECK TOTAL 4,845.76			
25402	BALBONI, RONALD	00000		INV	01/14/2020	20277	370855		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		84.00			
		Invoice Net				84.00			
25402	BALBONI, RONALD	00000		INV	01/14/2020	20289	370856		
	1 02026626 83804 3510	ATHL/HOCKE		ATHLETIC		84.00			
		Invoice Net				84.00			
						CHECK TOTAL 168.00			
1617	BANNER PUBLICATIONS IN	00000	11673020	INV	01/14/2020	52843	369830		
	1 02636935 83403 1420	HUMAN RES/		ADS		58.50			
		Invoice Net				58.50			
						CHECK TOTAL 58.50			
24583	BAYSTATE INTERPRETERS,	00000	203568	INV	01/14/2020	#306318	370000		
	1 02496945 83101 1230	SW SCHEDUL		PROF TECH		105.00			
		Invoice Net				105.00			

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24583	BAYSTATE INTERPRETERS,	00000	200548	INV	01/14/2020	306504		370583		
	1 02456857 83101 2330	SPED CONTR		PROF TECH		966.27				
		Invoice Net				966.27				
						CHECK TOTAL	1,071.27			
15609	WALKER,INC	00000	201197	INV	01/14/2020	083656		370584		
	1 07506848 83201 9300	CB OOD DAY		TUITION		5,375.52				
		Invoice Net				5,375.52				
15609	WALKER,INC	00000	201198	INV	01/14/2020	083657		370585		
	1 07506848 83201 9300	CB OOD DAY		TUITION		5,375.52				
		Invoice Net				5,375.52				
						CHECK TOTAL	10,751.04			
31731	BELL, AMY MCGINLEY	00000	203759	INV	01/14/2020	PSYCH TESTING-DEC'19		370586		
	1 02456836 83101 2800	PSYCHOLOGI		PROF TECH		2,600.00				
		Invoice Net				2,600.00				
						CHECK TOTAL	2,600.00			
12714	BELMONT PRINTING COMPA	00000	202877	INV	01/14/2020	82184		369957		
	1 1951 84000	COLLEGE F		MISC EXP		82.74				
		Invoice Net				82.74				
						CHECK TOTAL	82.74			
37734	BENTLEY, SASHA	00000	203158	INV	01/14/2020	1		370676		
	1 02486745 85103 2415	C&I SOC ST		INSTRUCT		350.00				
		Invoice Net				350.00				
						CHECK TOTAL	350.00			
37828	BLANDINO, JARED	00000		INV	01/14/2020	20255		370857		
	1 02026635 83804 3510	ATH/G/BB		ATHLETIC		62.00				
		Invoice Net				62.00				
						CHECK TOTAL	62.00			
22234	THE BOOK RACK	00001	200145	INV	01/14/2020	995		370001		
	1 02296581 85106 2410	READING IN		TEXTBOOKS		141.00				
		Invoice Net				141.00				
22234	THE BOOK RACK	00001	201945	INV	01/14/2020	#1006		370018		
	1 02636575 85106 2357	PROF DEV		TEXTBOOKS		280.00				
		Invoice Net				280.00				
						CHECK TOTAL	421.00			
18495	BOSTON HIGASHI SCHOOL	00000	200541	INV	01/14/2020	2011403		369670		
	1 02456851 83201 9300	OOD RESIDE		TUITION		19,024.50				
		Invoice Net				19,024.50				
18495	BOSTON HIGASHI SCHOOL	00000	200539	INV	01/14/2020	2011412AR		369671		
	1 02456851 83201 9300	OOD RESIDE		TUITION		9,512.25				
		Invoice Net				9,512.25				

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
18495	BOSTON HIGASHI SCHOOL	00000	200540	INV	01/14/2020	2022412AR	369672		
	1 02456845 83201 9300 OOD/AIDE			TUITION		2,332.00			
	Invoice Net					2,332.00			
						CHECK TOTAL 30,868.75			
25591	BOWERS, VIRGINIA A.	00000	200126	INV	01/14/2020	12/9/19-12/13/19	370587		
	1 02456803 83101 2310 SPED/TUTOR			PROF TECH		100.00			
	2 02456857 83101 2310 SPED CONTR			PROF TECH		500.00			
	Invoice Net					600.00			
25591	BOWERS, VIRGINIA A.	00000	200126	INV	01/14/2020	12/16/19-12/20/19	370588		
	1 02456803 83101 2310 SPED/TUTOR			PROF TECH		75.00			
	2 02456857 83101 2310 SPED CONTR			PROF TECH		400.00			
	Invoice Net					475.00			
						CHECK TOTAL 1,075.00			
23730	BROCCOLI HALL INC.	00000	201205	INV	01/14/2020	10423	370589		
	1 07506848 83201 9300 CB OOD DAY			TUITION		2,436.37			
	Invoice Net					2,436.37			
						CHECK TOTAL 2,436.37			
34065	BURKE, KRISTIN	00000	200569	INV	01/14/2020	REIMB MILEGE-OCT'19	370590		
	1 02456806 87101 2110 SPED ADM M			BUS TRAVEL		27.61			
	Invoice Net					27.61			
34065	BURKE, KRISTIN	00000	200569	INV	01/14/2020	REIMB MILEGE-NOV'19	370591		
	1 02456806 87101 2110 SPED ADM M			BUS TRAVEL		16.18			
	Invoice Net					16.18			
34065	BURKE, KRISTIN	00000	200569	INV	01/14/2020	REIMB MILEGE-DEC'19	370592		
	1 02456806 87101 2110 SPED ADM M			BUS TRAVEL		12.18			
	Invoice Net					12.18			
						CHECK TOTAL 55.97			
33734	BUS, AMBER	00000	203528	INV	01/14/2020	REIM GINGRBREAD HOUS	370094		
	1 1336770 85103 6200 ADULT ED			INSTRUCT		69.48			
	Invoice Net					69.48			
						CHECK TOTAL 69.48			
71020	CONCORD AREA SPECIAL E	00000	200575	INV	01/14/2020	20-0094	370594		
	1 02456848 83201 9400 TUITION DY			TUITION		6,823.05			
	Invoice Net					6,823.05			
						CHECK TOTAL 6,823.05			
26112	CALVARY CHURCH, UNITED	00000	203562	INV	01/14/2020	ROOM RENTL9/23-12/11	370095		
	1 1336770 82702 6200 ADULT ED			RENT FACI		1,765.75			
	Invoice Net					1,765.75			
						CHECK TOTAL 1,765.75			
70693	CAM OFFICE SERVICES, I	00000	203397	INV	01/14/2020	20078	369831		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
	1 02156506 85101 2430 ELEM EDUC			REPRO SUPP		268.64				
	Invoice Net					268.64				
70693	CAM OFFICE SERVICES, I	00000	201035	INV	01/14/2020	20181		370593		
	1 02456806 85101 2430 SPED ADM M			REPRO SUPP		191.81				
	Invoice Net					191.81				
						CHECK TOTAL	460.45			----------
22875	CASCIO INTERSTATE	00001	202147	INV	01/14/2020	9329203		370145		
	1 02546755 85103 2415 VISUAL/PER			INSTRUCT		391.68				
	Invoice Net					391.68				
						CHECK TOTAL	391.68			----------
33640	EILEEN CATIZONE	00000	203519	INV	01/14/2020	1052		370144		
	1 02216506 85103 2415 ELEM EDUC			INSTRUCT		425.00				
	Invoice Net					425.00				
						CHECK TOTAL	425.00			----------
24185	CENGAGE LEARNING INC	00008	203593	INV	01/14/2020	68837482		369832		
	1 02036563 85106 2410 LIBRARY/ME			TEXTBOOKS		50.00				
	Invoice Net					50.00				
						CHECK TOTAL	50.00			----------
73222	CENTER FOR RESPONSIVE	00000	201854	CRM	01/14/2020	#CM271		369914		
	1 02366575 87202 2357 Workshop			TRAINING		-199.00				
	Invoice Net					-199.00				
73222	CENTER FOR RESPONSIVE	00000	201854	INV	01/14/2020	INV11697		369915		
	1 02366575 87202 2357 Workshop			TRAINING		916.00				
	Invoice Net					916.00				
						CHECK TOTAL	717.00			----------
37620	CHAPAGAIN, ADITI	00000	203565	INV	01/14/2020	TEEN AIDE 9/24-12/12		370096		
	1 1336770 81202 6200 ADULT ED			TEMP SAL		248.30				
	Invoice Net					248.30				
						CHECK TOTAL	248.30			----------
37829	CISTERNELL, PAUL	00000		INV	01/14/2020	20311		370858		
	1 02026635 83804 3510 ATH/G/BB			ATHLETIC		84.00				
	Invoice Net					84.00				
						CHECK TOTAL	84.00			----------
34159	JAMES M. DONAHER	00001	201235	INV	01/14/2020	3740		370595		
	1 02456857 83101 2330 SPED CONTR			PROF TECH		30.60				
	Invoice Net					30.60				
34159	JAMES M. DONAHER	00001	201235	INV	01/14/2020	3810		370596		
	1 02456857 83101 2330 SPED CONTR			PROF TECH		101.64				
	Invoice Net					101.64				
34159	JAMES M. DONAHER	00001	201235	INV	01/14/2020	4031		370597		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02456857 83101	2330	SPED CONTR	PROF TECH		344.68			
			Invoice Net			344.68			
34159	JAMES M. DONAHER		00001	201235	INV 01/14/2020	4034	370599		
	1 02456857 83101	2330	SPED CONTR	PROF TECH		59.72			
			Invoice Net			59.72			
34159	JAMES M. DONAHER		00001	201235	INV 01/14/2020	4038	370600		
	1 02456857 83101	2330	SPED CONTR	PROF TECH		2,013.84			
			Invoice Net			2,013.84			
34159	JAMES M. DONAHER		00001	201235	INV 01/14/2020	4040	370601		
	1 02456857 83101	2330	SPED CONTR	PROF TECH		848.52			
			Invoice Net			848.52			
34159	JAMES M. DONAHER		00001	201235	INV 01/14/2020	4041	370602		
	1 02456857 83101	2330	SPED CONTR	PROF TECH		441.24			
			Invoice Net			441.24			
34159	JAMES M. DONAHER		00001	201235	INV 01/14/2020	4051	370603		
	1 02456857 83101	2330	SPED CONTR	PROF TECH		61.32			
			Invoice Net			61.32			
						CHECK TOTAL	3,901.56		----------
36211	CLEMENTS, DOUG		00000		INV 01/14/2020	20262	370135		
	1 02026635 83804	3510	ATH/G/BB	ATHLETIC		62.00			
			Invoice Net			62.00			
						CHECK TOTAL	62.00		----------
37811	CN ICE MANAGEMENT LLC		00000	203763	INV 01/14/2020	128	370441		
	1 02026640 83804	3510	ATH/G/I.H.	ATHLETIC		320.00			
			Invoice Net			320.00			
						CHECK TOTAL	320.00		----------
19921	COLLINS SPORTS MEDICIN		00001	200028	INV 01/14/2020	347868	369958		
	1 02026620 85104	3510	ATHLE/ADMI	ATHL SUPPL		322.58			
			Invoice Net			322.58			
						CHECK TOTAL	322.58		----------
13896	COMMITTEE FOR CHILDREN		00000	203469	INV 01/14/2020	2007052	370004		
	1 02186506 85103	2415	ELEM EDUC	INSTRUCT		209.00			
			Invoice Net			209.00			
						CHECK TOTAL	209.00		----------
37810	COMMUNITY MUSIC AND DA		00000	203590	INV 01/14/2020	10859	370028		
	1 02546755 85103	2415	VISUAL/PER	INSTRUCT		147.65			
			Invoice Net			147.65			
						CHECK TOTAL	147.65		----------
37723	COOPER, JEFF		00000		INV 01/14/2020	20172	370868		
	1 02026644 83804	3510	ATH/G/SOCC	ATHLETIC		97.00			
			Invoice Net			97.00			

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						CHECK TOTAL	97.00			
37806	CORDEIRO, LUIS		00000		INV 01/14/2020	20158		370871		
	1 02026644 83804	3510	ATH/G/SOCC	ATHLETIC		84.00				
			Invoice Net			84.00				
37806	CORDEIRO, LUIS		00000		INV 01/14/2020	20144		370872		
	1 02026644 83804	3510	ATH/G/SOCC	ATHLETIC		97.00				
			Invoice Net			97.00				
						CHECK TOTAL	181.00			
71088	COTTING SCHOOL		00000	200576	INV 01/14/2020	17328		370604		
	1 02456851 83201	9300	OOD RESIDE	TUITION		8,156.70				
			Invoice Net			8,156.70				
71088	COTTING SCHOOL		00000	201213	INV 01/14/2020	17337		370605		
	1 02456848 83201	9300	TUITION DY	TUITION		2,916.60				
			Invoice Net			2,916.60				
71088	COTTING SCHOOL		00000	201214	INV 01/14/2020	17261		370606		
	1 07506848 83201	9300	CB OOD DAY	TUITION		6,703.50				
			Invoice Net			6,703.50				
71088	COTTING SCHOOL		00000	201216	INV 01/14/2020	17262		370607		
	1 07506848 83201	9300	CB OOD DAY	TUITION		6,703.50				
			Invoice Net			6,703.50				
						CHECK TOTAL	24,480.30			
35389	CRAFTING MINDS		00000	195103	INV 01/14/2020	1023		369833		
	1 14119108 83101	2357	CRAFTING	PROF TECH		1,731.25				
	2 18406506 83101	2440	ELEM ED	PROF TECH		1,025.00				
			Invoice Net			2,756.25				
35389	CRAFTING MINDS		00000	202134	INV 01/14/2020	#1011		370848		
	1 02456575 87202	2357	SPED/P.D.	TRAINING		1,303.75				
			Invoice Net			1,303.75				
						CHECK TOTAL	4,060.00			
29800	CRYSTAL TRANSPORT INC		00000	203588	INV 01/14/2020	262427-A		369834		
	1 02026626 83804	3510	ATHL/HOCKE	ATHLETIC		1,070.00				
			Invoice Net			1,070.00				
						CHECK TOTAL	1,070.00			
14684	CURIOUS CREATURES		00001	11480320	INV 01/14/2020	2438		370143		
	1 15122160 83302	3520	HARDY	FIELD TRIP		635.00				
			Invoice Net			635.00				
14684	CURIOUS CREATURES		00001	11480620	INV 01/14/2020	2442		370442		
	1 15123160 83302	3520	THOMPSON	FIELD TRIP		635.00				
			Invoice Net			635.00				
						CHECK TOTAL	1,270.00			
71176	D'AGOSTINO'S DELI		00001	11666820	INV 01/14/2020	20041		369835		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02606575 84902	2357	MEMBERSHIP	FOOD SUPPL		354.75			
			Invoice Net			354.75			
71176	D'AGOSTINO'S DELI		00001	11666820	INV 01/14/2020	20068	369836		
	1 02606575 84902	2357	MEMBERSHIP	FOOD SUPPL		360.35			
			Invoice Net			360.35			
					CHECK TOTAL	715.10			
34895	DATAPRINT		00001	201861	INV 01/14/2020	146402	370065		
	1 02426715 85106	2410	C&I SCIENC	TEXTBOOKS		885.93			
			Invoice Net			885.93			
					CHECK TOTAL	885.93			
34204	ARLINGTON PIE COMPANY		00000	201826	INV 01/14/2020	319874	369690		
	1 03034309 835001		FOOD SERV	FOOD SERVI		280.00			
			Invoice Net			280.00			
					CHECK TOTAL	280.00			
30169	DOWD,DAVID		00000		INV 01/14/2020	20275	370859		
	1 02026635 83804	3510	ATH/G/BB	ATHLETIC		84.00			
			Invoice Net			84.00			
					CHECK TOTAL	84.00			
70412	CRYSTAL ROCK		00001	201849	INV 01/14/2020	1035734 111819	369837		
	1 195 8999		GUIDANCE	PY CARYOVR		19.45			
			Invoice Net			19.45			
70412	CRYSTAL ROCK		00001	201849	INV 01/14/2020	1035734 121819	369838		
	1 195 8999		GUIDANCE	PY CARYOVR		15.56			
			Invoice Net			15.56			
70412	CRYSTAL ROCK		00001	200624	INV 01/14/2020	1249889 010120	370675		
	1 02606910 85806	1210	SUPER	MISC SUPPL		62.24			
			Invoice Net			62.24			
					CHECK TOTAL	97.25			
33600	EAST BAY EDUCATIONAL C		00000	202047	INV 01/14/2020	12643	370009		
	1 02426715 85103	2415	C&I SCIENC	INSTRUCT		936.03			
			Invoice Net			936.03			
33600	EAST BAY EDUCATIONAL C		00000	202047	INV 01/14/2020	12644	370010		
	1 02426715 85103	2415	C&I SCIENC	INSTRUCT		354.50			
			Invoice Net			354.50			
33600	EAST BAY EDUCATIONAL C		00000	202047	INV 01/14/2020	12735	370011		
	1 02426715 85103	2415	C&I SCIENC	INSTRUCT		143.33			
			Invoice Net			143.33			
33600	EAST BAY EDUCATIONAL C		00000	202047	INV 01/14/2020	12770	370012		
	1 02426715 85103	2415	C&I SCIENC	INSTRUCT		38.00			
			Invoice Net			38.00			
					CHECK TOTAL	1,471.86			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13769 EASTERN BUS COMPANY	00000	202222	INV	01/14/2020	102219-1219ARL	370027			
1 1322020 83301 3300	METCO GRNT	MBTA PASSE			15,120.00				
	Invoice Net				15,120.00				
					CHECK TOTAL 15,120.00			----------	
71410 EDCO COLLABORATIVE	00000	201019	INV	01/14/2020	1201069	369839			
1 02636575 87202 2357	PROF DEV	TRAINING			624.00				
	Invoice Net				624.00				
71410 EDCO COLLABORATIVE	00000	201019	INV	01/14/2020	1201140	369840			
1 02636575 87202 2357	PROF DEV	TRAINING			900.00				
	Invoice Net				900.00				
71410 EDCO COLLABORATIVE	00000	201019	INV	01/14/2020	1201145	369841			
1 02636575 87202 2357	PROF DEV	TRAINING			750.00				
	Invoice Net				750.00				
71410 EDCO COLLABORATIVE	00000	202896	INV	01/14/2020	1201395	369842			
1 02066575 87202 2357	PROF DEV	TRAINING			325.00				
	Invoice Net				325.00				
71410 EDCO COLLABORATIVE	00000	202895	INV	01/14/2020	1201394	369843			
1 02066575 87202 2357	PROF DEV	TRAINING			325.00				
	Invoice Net				325.00				
					CHECK TOTAL 2,924.00			----------	
36104 EF INSTITUTE FOR CULTU	00000	203044	INV	01/14/2020	ACCT#5596464	370678			
1 18406507 83101 2210	AHS/LANG	PROF SVC			4,000.00				
	Invoice Net				4,000.00				
					CHECK TOTAL 4,000.00			----------	
37610 EGAN, MARY L	00000	203535	INV	01/14/2020	ESL FUNDAMENTALS	370097			
1 1336770 81112 6200	ADULT ED	INSTRUCT			200.00				
	Invoice Net				200.00				
					CHECK TOTAL 200.00			----------	
35085 ELLIOTT AUTO SUPPLY CO	00000	200570	INV	01/14/2020	143-177529	369673			
1 02816970 84802 3300	TRANS ED	VEHICLE RE			138.48				
	Invoice Net				138.48				
35085 ELLIOTT AUTO SUPPLY CO	00000	200570	INV	01/14/2020	143-181168	370608			
1 02816970 84802 3300	TRANS ED	VEHICLE RE			63.76				
	Invoice Net				63.76				
					CHECK TOTAL 202.24			----------	
30402 EMPOW STUDIOS INC	00000	203524	INV	01/14/2020	4598	370098			
1 1336770 81112 6200	ADULT ED	INSTRUCT			8,381.31				
	Invoice Net				8,381.31				
					CHECK TOTAL 8,381.31			----------	
37753 EVANS, ROBERT	00000	203579	INV	01/14/2020	TUITION FY 20	369844			
1 02156575 87202 2357	PROF DEV	TRAINING			350.00				
	Invoice Net				350.00				

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
					CHECK TOTAL	350.00			
21724 FANTINI BAKING CO., IN	1 03034309 835001	00000	201821	INV	01/14/2020	T110282	369691		
	FOOD SERV			FOOD SERVI		88.57			
	Invoice Net					88.57			
21724 FANTINI BAKING CO., IN	1 03034309 835001	00000	201821	INV	01/14/2020	T110283	369692		
	FOOD SERV			FOOD SERVI		30.41			
	Invoice Net					30.41			
21724 FANTINI BAKING CO., IN	1 03034309 835001	00000	201821	INV	01/14/2020	T114485	370908		
	FOOD SERV			FOOD SERVI		57.37			
	Invoice Net					57.37			
21724 FANTINI BAKING CO., IN	1 03034309 835001	00000	201821	INV	01/14/2020	T114486	370910		
	FOOD SERV			FOOD SERVI		96.98			
	Invoice Net					96.98			
21724 FANTINI BAKING CO., IN	1 03034309 835001	00000	201821	INV	01/14/2020	T115646	370911		
	FOOD SERV			FOOD SERVI		131.08			
	Invoice Net					131.08			
					CHECK TOTAL	404.41			
30300 FOLLETT SCHOOL SOLUTIO	1 18406506 85103 2415	00001	203115	INV	01/14/2020	583668F	370894		
	ELEM ED			INSTRUCT		78.33			
	Invoice Net					78.33			
					CHECK TOTAL	78.33			
24217 FORREST, CHIP	1 02026626 83804 3510	00000		INV	01/14/2020	20298	370136		
	ATHL/HOCKE			ATHLETIC		84.00			
	Invoice Net					84.00			
					CHECK TOTAL	84.00			
27740 FRANK LOCKER INC	1 02636575 87202 2357	00000	202574	INV	01/14/2020	1342	370879		
	PROF DEV			TRAINING		1,000.00			
	Invoice Net					1,000.00			
					CHECK TOTAL	1,000.00			
71736 THE MARGARET GIFFORD S	1 07506848 83201 9300	00000	201217	INV	01/14/2020	031002	370609		
	CB OOD DAY			TUITION		5,346.00			
	Invoice Net					5,346.00			
71736 THE MARGARET GIFFORD S	1 07506848 83201 9300	00000	201218	INV	01/14/2020	031044	370610		
	CB OOD DAY			TUITION		5,346.00			
	Invoice Net					5,346.00			
71736 THE MARGARET GIFFORD S	1 07506848 83201 9300	00000	201219	INV	01/14/2020	031051	370611		
	CB OOD DAY			TUITION		5,346.00			
	Invoice Net					5,346.00			
					CHECK TOTAL	16,038.00			
37727 GOODWIN, RICHARD P	1 02026644 83804 3510	00000		INV	01/14/2020	20171	370869		
	ATH/G/SOCC			ATHLETIC		97.00			
	Invoice Net					97.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 97.00			
37605 GORDON FOOD SERVICE IN	00002	202691	INV	01/14/2020		199162185	369693		
1 03034309 835001	FOOD SERV FOOD SERVI					91.31			
	Invoice Net					91.31			
						CHECK TOTAL 91.31			
73320 GOVCONNECTION, INC.	00001	202684	INV	01/14/2020		57314385	369845		
1 02016507 85802 2415	SEC EDUC COMPUTER					268.04			
	Invoice Net					268.04			
73320 GOVCONNECTION, INC.	00001	203520	INV	01/14/2020		57371850	370005		
1 02216506 85103 2415	ELEM EDUC INSTRUCT					590.19			
	Invoice Net					590.19			
						CHECK TOTAL 858.23			
26965 GREINER,STEPHANIE	00000	202522	INV	01/14/2020		REIMB MILEGE-DEC'19	370612		
1 02456806 87101 2110	SPED ADM M BUS TRAVEL					19.14			
	Invoice Net					19.14			
						CHECK TOTAL 19.14			
36155 GUANG, YIN W	00000	203563	INV	01/14/2020		KUMIHIMOJEWELRY10/22	370100		
1 1336770 81112 6200	ADULT ED INSTRUCT					100.00			
2 1336770 85103 6200	ADULT ED INSTRUCT					175.00			
	Invoice Net					275.00			
						CHECK TOTAL 275.00			
30778 JOHN GUILFOIL PUBLIC R	00001	11667020	INV	01/14/2020		2346	370169		
1 02606910 83101 1210	SUPER PROF TECH					200.00			
	Invoice Net					200.00			
						CHECK TOTAL 200.00			
36130 HADDAD, DOUGLAS J	00000		INV	01/14/2020		19999	370870		
1 02026644 83804 3510	ATH/G/SOCC ATHLETIC					84.00			
	Invoice Net					84.00			
						CHECK TOTAL 84.00			
21828 HENLEY ENTERPRISE	00000	200545	INV	01/14/2020		209033	370613		
1 02816970 84802 3300	TRANS ED VEHICLE RE					80.73			
	Invoice Net					80.73			
						CHECK TOTAL 80.73			
31147 HIGH OUTPUT, INC	00000	202437	INV	01/14/2020		452378	370006		
1 199 84000	DRAMA MISC					260.30			
	Invoice Net					260.30			
						CHECK TOTAL 260.30			
5853 J B SIMONS INC	00000	202685	INV	01/14/2020		104455	369857		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02496955 81760 5550			TRAFFIC CLOTHING		499.00			
				Invoice Net		499.00			
						CHECK TOTAL 499.00			
32312	JACKSON, STEVEN W.	00000	202202	INV	01/14/2020	P1402	370677		
	1 02546755 83101 2420			VISUAL/PER PROF TECH		1,000.00			
				Invoice Net		1,000.00			
						CHECK TOTAL 1,000.00			
37700	JACKSON, DAVENA YVETTA	00000	202917	INV	01/14/2020	100	370680		
	1 0792020 83101 2357			IMPRV ED PROF TECH		400.00			
				Invoice Net		400.00			
						CHECK TOTAL 400.00			
37807	JAMES STANFIELD & CO I	00000	203577	INV	01/14/2020	83633	370660		
	1 02456833 85103 2415			SPED/MIDDL INSTRUCT		854.93			
				Invoice Net		854.93			
						CHECK TOTAL 854.93			
29686	JANGER, MATTHEW	00000	203571	INV	01/14/2020	REIMB MILEGE+LUNCH	369846		
	1 02636575 87202 2357			PROF DEV TRAINING		73.59			
				Invoice Net		73.59			
						CHECK TOTAL 73.59			
72195	JSC TRANSPORTATION SER	00000	203761	INV	01/14/2020	10256	370614		
	1 02816990 83301 3300			TRANS HOM TRANS		810.00			
				Invoice Net		810.00			
						CHECK TOTAL 810.00			
72233	JUDGE BAKER CHILDREN'S	00000	201221	INV	01/14/2020	NOV1902	369674		
	1 07506848 83201 9300			CB OOD DAY TUITION		9,356.58			
				Invoice Net		9,356.58			
						CHECK TOTAL 9,356.58			
36499	KAUR, RANDEEP	00000	203774	INV	01/14/2020	BOLLYX 10/8-11/26/19	370853		
	1 1336770 81112 6200			ADULT ED INSTRUCT		240.00			
				Invoice Net		240.00			
						CHECK TOTAL 240.00			
35347	KEEFE, ELIZABETH STRIN	00000	203566	INV	01/14/2020	5008-19-JULY-DEC	370615		
	1 02456575 87202 2357			SPED/P.D. TRAINING		4,200.00			
				Invoice Net		4,200.00			
35347	KEEFE, ELIZABETH STRIN	00000	202760	INV	01/14/2020	5008-19-JULG-AUG	370616		
	1 02456857 83101 2310			SPED CONTR PROF TECH		1,400.00			
				Invoice Net		1,400.00			
35347	KEEFE, ELIZABETH STRIN	00000	202760	INV	01/14/2020	5010-19-SEPT-OCT	370617		
	1 02456857 83101 2310			SPED CONTR PROF TECH		2,700.00			
				Invoice Net		2,700.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
35347 KEEFE, ELIZABETH STRIN		00000	202760	INV	01/14/2020	5010-19-NOV-DEC	370619		
1 02456857 83101 2310	SPED CONTR	PROF TECH				2,400.00			
	Invoice Net					2,400.00			
						CHECK TOTAL 10,700.00			
29163 KERRIGAN, MICHAEL		00000		INV	01/14/2020	19492	370860		
1 02026640 83804 3510	ATH/G/I.H.	ATHLETIC				84.00			
	Invoice Net					84.00			
29163 KERRIGAN, MICHAEL		00000		INV	01/14/2020	20278	370862		
1 02026626 83804 3510	ATHL/HOCKE	ATHLETIC				84.00			
	Invoice Net					84.00			
						CHECK TOTAL 168.00			
30232 KLAU, JESSICA		00000	203543	INV	01/14/2020	REIM WELLNESS DAY EX	369847		
1 14119106 85103 2415	AEF WELLNE	SUPPLIES				204.76			
	Invoice Net					204.76			
						CHECK TOTAL 204.76			
36317 KLINGSBERG, AIDAN		00000	203533	INV	01/14/2020	TEEN AIDE 9/24-12/12	370101		
1 1336770 81202 6200	ADULT ED	TEMP SAL				299.00			
	Invoice Net					299.00			
						CHECK TOTAL 299.00			
31132 KONICA MINOLTA BUSINES		00001	203595	INV	01/14/2020	263156563	370007		
1 02666920 84201 1410	BUS OFFICE	OFFICE				495.00			
	Invoice Net					495.00			
						CHECK TOTAL 495.00			
36243 KOUZOUIAN, ALINA OVSAN		00000	203531	INV	01/14/2020	TEEN AIDE 9/24-12/12	370102		
1 1336770 81202 6200	ADULT ED	TEMP SAL				258.00			
	Invoice Net					258.00			
						CHECK TOTAL 258.00			
37639 KRISTY, SARAH		00000		INV	01/14/2020	20292	369727		
1 02026640 83804 3510	ATH/G/I.H.	ATHLETIC				50.00			
	Invoice Net					50.00			
37639 KRISTY, SARAH		00000		INV	01/14/2020	20307	370137		
1 02026640 83804 3510	ATH/G/I.H.	ATHLETIC				100.00			
	Invoice Net					100.00			
						CHECK TOTAL 150.00			
72363 LABBB COLLABORATIVE		00000	201756	INV	01/14/2020	1119HSDC	370620		
1 02456821 83101 2320	SPED/CLINI	PROF TECH				990.00			
	Invoice Net					990.00			
72363 LABBB COLLABORATIVE		00000	201757	INV	01/14/2020	1119HSPC	370621		
1 02456821 83101 2320	SPED/CLINI	PROF TECH				440.00			
	Invoice Net					440.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	201760	INV	01/14/2020	1119HSNM	370622		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			1,070.00			
		Invoice Net				1,070.00			
72363	LABBB COLLABORATIVE	00000	201761	INV	01/14/2020	1119HSCM	370624		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			285.00			
		Invoice Net				285.00			
72363	LABBB COLLABORATIVE	00000	201763	INV	01/14/2020	1119HSES	370625		
	1 02456821 83101 2320	SPED/CLINI	PROF TECH			865.00			
		Invoice Net				865.00			
72363	LABBB COLLABORATIVE	00000	202233	INV	01/14/2020	1119BM10358	370627		
	1 02816980 83301 3300	SPED/REIMB	TRANS			306.00			
		Invoice Net				306.00			
72363	LABBB COLLABORATIVE	00000	202234	INV	01/14/2020	1119BM10276	370628		
	1 02816980 83301 3300	SPED/REIMB	TRANS			918.00			
		Invoice Net				918.00			
72363	LABBB COLLABORATIVE	00000	202235	INV	01/14/2020	1119BM10482	370630		
	1 02816980 83301 3300	SPED/REIMB	TRANS			459.00			
		Invoice Net				459.00			
						CHECK TOTAL	5,333.00		----------
19242	LANGTON, BRIAN	00000		INV	01/14/2020	20270	370863		
	1 02026622 83804 3510	ATHL/BASKB	ATHLETIC			84.00			
		Invoice Net				84.00			
						CHECK TOTAL	84.00		----------
32103	ERIC LOVE	00000	203148	INV	01/14/2020	0453	369916		
	1 149 8350	CO-CURRICU	OTTOSON CO			4,650.00			
		Invoice Net				4,650.00			
						CHECK TOTAL	4,650.00		----------
19990	LATHAM CENTERS,INC	00000	200544	INV	01/14/2020	039591	370631		
	1 02456851 83201 9300	OOD RESIDE	TUITION			20,722.26			
		Invoice Net				20,722.26			
						CHECK TOTAL	20,722.26		----------
72433	LEAGUE SCHOOL OF GREAT	00000	201224	INV	01/14/2020	006429	370633		
	1 07506848 83201 9300	CB OOD DAY	TUITION			7,172.25			
		Invoice Net				7,172.25			
						CHECK TOTAL	7,172.25		----------
72441	LEARNING PREP SCHOOL I	00001	203762	INV	01/14/2020	55375	370634		
	1 02456848 83201 9300	TUITION DY	TUITION			5,804.82			
		Invoice Net				5,804.82			
72441	LEARNING PREP SCHOOL I	00001	201225	INV	01/14/2020	55223	370636		
	1 07506848 83201 9300	CB OOD DAY	TUITION			3,088.16			
		Invoice Net				3,088.16			
						CHECK TOTAL	8,892.98		----------

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
35962 LEON, ALEXANDER		00000		INV	01/14/2020	20293	369728		
1 02026640 83804	3510	ATH/G/I.H.	ATHLETIC			50.00			
		Invoice Net				50.00			
35962 LEON, ALEXANDER		00000		INV	01/14/2020	20297	370138		
1 02026635 83804	3510	ATH/G/BB	ATHLETIC			50.00			
		Invoice Net				50.00			
						CHECK TOTAL 100.00			----------
36217 LEWIS, CINDY ANNE		00000	203530	INV	01/14/2020	ESSENTRICS10/3-11/14	370103		
1 1336770 81112	6200	ADULT ED	INSTRUCT			100.00			
		Invoice Net				100.00			
						CHECK TOTAL 100.00			----------
75093 LIGHTHOUSE SCHOOL INC		00000	201232	INV	01/14/2020	1219003-PG	370664		
1 07506848 83201	9300	CB OOD DAY	TUITION			7,276.50			
		Invoice Net				7,276.50			
						CHECK TOTAL 7,276.50			----------
37804 LINDSAY, ANNA		00000	203538	INV	01/14/2020	TEEN AIDE 9/24-12/12	370104		
1 1336770 81202	6200	ADULT ED	TEMP SAL			222.00			
		Invoice Net				222.00			
						CHECK TOTAL 222.00			----------
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	104459	369889		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	104460	369890		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	104461	369891		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	104462	369892		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	104463	369893		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	104464	369894		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	104465	369895		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	104466	369896		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105121	369897		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105122	369898		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105123	369899		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105124	369900		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105125	369901		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105126	369902		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105127	369903		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105128	369904		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105221	369905		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105222	369906		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105223	369907		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105224	369910		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105361	369997		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
35351 LOCAL MOTION INC		00000	202053	INV	01/14/2020	105362	369998		
1 145 8350		OUTDOOR ED	OUTDOOR ED			868.12			
		Invoice Net				868.12			
						CHECK TOTAL 19,098.64			
37039 LUIGIS ITALIAN KITCHEN		00000	11661220	INV	01/14/2020	16038	370171		
1 15122260 84902 3520		HARDY GEN	HARDY FOOD			758.90			
		Invoice Net				758.90			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
37039 LUIGIS ITALIAN KITCHEN	1 15122260 84902 3520 HARDY GEN	00000	11661220	INV	01/14/2020	16335	370174		
	Invoice Net			HARDY FOOD		194.90			
						194.90			
						CHECK TOTAL 953.80			
70155 MAA/AMC	1 02396720 85102 2720 C&I MATH	00002	202192	INV	01/14/2020	H163199	369913		
	Invoice Net			TESTING		353.00			
						353.00			
						CHECK TOTAL 353.00			
20232 MACINNIS, GLEN	1 02026640 83804 3510 ATH/G/I.H.	00000		INV	01/14/2020	20295	369729		
	Invoice Net			ATHLETIC		84.00			
						84.00			
						CHECK TOTAL 84.00			
28859 MAGLIOCCA, BRYAN	1 02456839 87101 2315 TEAM CHAIR	00000	200551	INV	01/14/2020	REIMB MILEGE-DEC'19	369675		
	Invoice Net			BUS TRAVEL		105.88			
						105.88			
						CHECK TOTAL 105.88			
22071 MALDEN TRANS INC	1 02816990 83301 3300 TRANS HOM	00001	203417	INV	01/14/2020	6476	370639		
	Invoice Net			TRANS		1,365.00			
						1,365.00			
						CHECK TOTAL 1,365.00			
35350 MANSFIELD, JACLYN	1 02456836 83101 2800 PSYCHOLOGI	00000	203232	INV	01/14/2020	PSYCH TEST 12/13/19	370640		
	Invoice Net			PROF TECH		2,000.00			
						2,000.00			
35350 MANSFIELD, JACLYN	1 02456836 83101 2800 PSYCHOLOGI	00000	203393	INV	01/14/2020	PSYCH TEST 1/3/20	370641		
	Invoice Net			PROF TECH		2,000.00			
						2,000.00			
35350 MANSFIELD, JACLYN	1 02456836 83101 2800 PSYCHOLOGI	00000	203393	INV	01/14/2020	PSYCH TEST 1/4/20	370642		
	Invoice Net			PROF TECH		2,000.00			
						2,000.00			
						CHECK TOTAL 6,000.00			
72694 MA ASSOC OF SCHOOL SUP	1 02606910 87301 2357 SUPER	00000	11667120	INV	01/14/2020	012320	369850		
	Invoice Net			PROF AFFLI		190.00			
						190.00			
						CHECK TOTAL 190.00			
36257 MCCALMONT, LILY QIU YU	1 1336770 81202 6200 ADULT ED	00000	203532	INV	01/14/2020	TEEN AIDE 9/24-12/12	370105		
	Invoice Net			TEMP SAL		351.00			
						351.00			
						CHECK TOTAL 351.00			
32722 MCKESSON MEDICAL-SURGI		00001	11674020	INV	01/14/2020	70147013	369961		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02496554 85201 3200			HEALTH SRV	MED SUPPLY	74.30			
				Invoice Net		74.30			
						CHECK TOTAL 74.30			
27022	MELLO,ROBERT		00000		INV 01/14/2020	20252	370139		
	1 02026635 83804 3510			ATH/G/BB	ATHLETIC	62.00			
				Invoice Net		62.00			
						CHECK TOTAL 62.00			
15684	MELMARK NEW ENGLAND		00001	200535	INV 01/14/2020	0029392-IN	370643		
	1 02456845 83201 9300			OOD/AIDE	TUITION	2,008.80			
	2 02456851 83201 9300			OOD RESIDE	TUITION	11,703.74			
				Invoice Net		13,712.54			
						CHECK TOTAL 13,712.54			
26308	METCO DIRECTORS' ASSOC		00002	203133	INV 01/14/2020	2019MYC-40	370443		
	1 02636575 87202 2357			PROF DEV	TRAINING	1,375.00			
				Invoice Net		1,375.00			
26308	METCO DIRECTORS' ASSOC		00002	202897	INV 01/14/2020	#2019MYC-40	370445		
	1 02486745 87202 2357			C&I SOC ST	PROF DEV	225.00			
				Invoice Net		225.00			
26308	METCO DIRECTORS' ASSOC		00002	203133	INV 01/14/2020	2019MYC-41	370447		
	1 02636575 87202 2357			PROF DEV	TRAINING	250.00			
				Invoice Net		250.00			
						CHECK TOTAL 1,850.00			
30338	BOSTON VERTICAL LLC		00000	11677520	INV 01/14/2020	012368	370451		
	1 15123160 83302 3520			THOMPSON	FIELD TRIP	270.00			
				Invoice Net		270.00			
						CHECK TOTAL 270.00			
22727	MILESTONES, INC.		00000	201204	INV 01/14/2020	25775	370644		
	1 07506848 83201 9300			CB OOD DAY	TUITION	6,758.10			
				Invoice Net		6,758.10			
						CHECK TOTAL 6,758.10			
26382	MMEA		00001	203237	INV 01/14/2020	43382	369849		
	1 201 84000			GILBERT &	MISC	50.00			
				Invoice Net		50.00			
						CHECK TOTAL 50.00			
33270	MONTOYA, ELYSE M		00000	203172	INV 01/14/2020	ACT NOW:SCENE TWO	370106		
	1 1336770 81112 6200			ADULT ED	INSTRUCT	312.50			
				Invoice Net		312.50			
						CHECK TOTAL 312.50			
73037	MUSEUM OF SCIENCE		00004	202875	INV 01/14/2020	ORDER# SC-2033805	370146		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 18406507 83302 3520	AHS/LANG		FIELD TRIP		72.00			
		Invoice Net				72.00			
73037	MUSEUM OF SCIENCE	00004	202670	INV	01/14/2020	ORDER# SC-2048673	370147		
	1 149 8350	CO-CURRICU	OTTOSON CO			1,547.00			
		Invoice Net				1,547.00			
73037	MUSEUM OF SCIENCE	00004	202669	INV	01/14/2020	ORDER# SC-2043942	370148		
	1 149 8350	CO-CURRICU	OTTOSON CO			2,040.00			
		Invoice Net				2,040.00			
						CHECK TOTAL 3,659.00			----------
73089	NATIONAL COUNCIL OF TE	00000	202237	INV	01/14/2020	19NCTE-ANNUAL	370457		
	1 02306740 87202 2357	C&I ENGLIS	ENG PROF D			1,080.00			
		Invoice Net				1,080.00			
						CHECK TOTAL 1,080.00			----------
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934409	369697		
	1 03034309 835001	FOOD SERV	FOOD SERVI			93.49			
		Invoice Net				93.49			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934411	369698		
	1 03034309 835001	FOOD SERV	FOOD SERVI			114.25			
		Invoice Net				114.25			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934412	369699		
	1 03034309 835001	FOOD SERV	FOOD SERVI			120.10			
		Invoice Net				120.10			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934413	369701		
	1 03034309 835001	FOOD SERV	FOOD SERVI			93.39			
		Invoice Net				93.39			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934414	369702		
	1 03034309 835001	FOOD SERV	FOOD SERVI			106.64			
		Invoice Net				106.64			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934609	369704		
	1 03034309 835001	FOOD SERV	FOOD SERVI			210.26			
		Invoice Net				210.26			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934610	369705		
	1 03034309 835001	FOOD SERV	FOOD SERVI			93.39			
		Invoice Net				93.39			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934611	369707		
	1 03034309 835001	FOOD SERV	FOOD SERVI			168.61			
		Invoice Net				168.61			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934612	369708		
	1 03034309 835001	FOOD SERV	FOOD SERVI			111.28			
		Invoice Net				111.28			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934613	369709		
	1 03034309 835001	FOOD SERV	FOOD SERVI			106.64			
		Invoice Net				106.64			
33157	NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581934614	369710		
	1 03034309 835001	FOOD SERV	FOOD SERVI			133.35			
		Invoice Net				133.35			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581934615	369711		
1 03034309 835001	FOOD SERV FOOD SERVI					160.11			
	Invoice Net					160.11			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581934616	369713		
1 03034309 835001	FOOD SERV FOOD SERVI					79.93			
	Invoice Net					79.93			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581934617	369714		
1 03034309 835001	FOOD SERV FOOD SERVI					66.68			
	Invoice Net					66.68			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581934410	370912		
1 03034309 835001	FOOD SERV FOOD SERVI					93.29			
	Invoice Net					93.29			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581935108	370913		
1 03034309 835001	FOOD SERV FOOD SERVI					133.35			
	Invoice Net					133.35			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581935109	370914		
1 03034309 835001	FOOD SERV FOOD SERVI					230.57			
	Invoice Net					230.57			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581935110	370915		
1 03034309 835001	FOOD SERV FOOD SERVI					80.04			
	Invoice Net					80.04			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581935114	370916		
1 03034309 835001	FOOD SERV FOOD SERVI					106.34			
	Invoice Net					106.34			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581936501	370917		
1 03034309 835001	FOOD SERV FOOD SERVI					133.05			
	Invoice Net					133.05			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581936502	370918		
1 03034309 835001	FOOD SERV FOOD SERVI					133.35			
	Invoice Net					133.35			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581936503	370919		
1 03034309 835001	FOOD SERV FOOD SERVI					163.26			
	Invoice Net					163.26			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581936504	370920		
1 03034309 835001	FOOD SERV FOOD SERVI					106.64			
	Invoice Net					106.64			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581936505	370921		
1 03034309 835001	FOOD SERV FOOD SERVI					133.35			
	Invoice Net					133.35			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581936506	370922		
1 03034309 835001	FOOD SERV FOOD SERVI					120.00			
	Invoice Net					120.00			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581936507	370923		
1 03034309 835001	FOOD SERV FOOD SERVI					232.61			
	Invoice Net					232.61			
33157 NEW ENGLAND ICE CREAM		00001	202587	INV	01/14/2020	5581936508	370924		
1 03034309 835001	FOOD SERV FOOD SERVI					150.00			
	Invoice Net					150.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33157 NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581936509	370925			
1 03034309 835001	FOOD SERV FOOD SERVI				106.64				
	Invoice Net				106.64				
33157 NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581936510	370926			
1 03034309 835001	FOOD SERV FOOD SERVI				146.61				
	Invoice Net				146.61				
33157 NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581935111	370932			
1 03034309 835001	FOOD SERV FOOD SERVI				160.06				
	Invoice Net				160.06				
33157 NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581935112	370933			
1 03034309 835001	FOOD SERV FOOD SERVI				168.69				
	Invoice Net				168.69				
33157 NEW ENGLAND ICE CREAM	00001	202587	INV	01/14/2020	5581935113	370934			
1 03034309 835001	FOOD SERV FOOD SERVI				146.71				
	Invoice Net				146.71				
					CHECK TOTAL	4,202.68		----------	
24772 NEW ENGLAND ACADEMY,LL	00000	201206	INV	01/14/2020	ARL1219C	370645			
1 07506848 83201 9300	CB OOD DAY TUITION				4,924.20				
	Invoice Net				4,924.20				
24772 NEW ENGLAND ACADEMY,LL	00000	201207	INV	01/14/2020	ARL1219K	370646			
1 07506848 83201 9300	CB OOD DAY TUITION				4,924.20				
	Invoice Net				4,924.20				
24772 NEW ENGLAND ACADEMY,LL	00000	201207	INV	01/14/2020	ARL1219	370647			
1 07506848 83201 9300	CB OOD DAY TUITION				4,924.20				
	Invoice Net				4,924.20				
24772 NEW ENGLAND ACADEMY,LL	00000	201547	INV	01/14/2020	ARL1219M	370648			
1 02456848 83201 9300	TUITION DY TUITION				4,924.20				
	Invoice Net				4,924.20				
					CHECK TOTAL	19,696.80		----------	
32461 NEW ENGLAND TRANSIT SA	00000	200564	INV	01/14/2020	01S108989	370649			
1 02816970 84802 3300	TRANS ED VEHICLE RE				286.49				
	Invoice Net				286.49				
					CHECK TOTAL	286.49		----------	
28922 NEW YORK TIMES	00001	202050	INV	01/14/2020	12/23/19-1/19/20	370013			
1 02016563 85106 2410	LIBRARY/ME TEXTBOOKS				22.00				
	Invoice Net				22.00				
					CHECK TOTAL	22.00		----------	
26908 NORTHEAST CUTLERY	00000	201514	INV	01/14/2020	1083534	370927			
1 03034309 865000	FOOD SERV FOOD SERV/				38.00				
	Invoice Net				38.00				
26908 NORTHEAST CUTLERY	00000	201514	INV	01/14/2020	1083535	370928			
1 03034309 865000	FOOD SERV FOOD SERV/				20.00				
	Invoice Net				20.00				

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 58.00			
36381 O'BRIEN, SHANNON	1 02636575 87202 2357 PROF DEV		00000	203573 INV	01/14/2020	REIMB MILEGE-SEPT'19	370020		
	Invoice Net			TRAINING		25.92			
						25.92			
36381 O'BRIEN, SHANNON	1 02636575 87202 2357 PROF DEV		00000	203573 INV	01/14/2020	REIMB MILEGE-OCT'19	370021		
	Invoice Net			TRAINING		25.69			
						25.69			
36381 O'BRIEN, SHANNON	1 02636575 87202 2357 PROF DEV		00000	203573 INV	01/14/2020	REIMB MILEGE-NOV'19	370022		
	Invoice Net			TRAINING		26.97			
						26.97			
						CHECK TOTAL 78.58			
37618 PARK, JENNIFER	1 1336770 81202 6200 ADULT ED		00000	203564 INV	01/14/2020	TEEN AIDE 9/24-12/12	370107		
	Invoice Net			TEMP SAL		84.00			
						84.00			
						CHECK TOTAL 84.00			
33078 PATHWAY LAW LLC	1 1336770 81112 6200 ADULT ED		00000	203527 INV	01/14/2020	ESTATE PLANNING10/22	370108		
	Invoice Net			INSTRUCT		50.00			
						50.00			
						CHECK TOTAL 50.00			
26067 NCS PEARSON, INC	1 02456836 85102 2800 PSYCHOLOGI		00001	203296 INV	01/14/2020	7651021	369676		
	Invoice Net			TESTING		164.50			
						164.50			
						CHECK TOTAL 164.50			
73408 PERKINS SCHOOL FOR THE	1 02456851 83201 9300 OOD RESIDE		00000	200602 INV	01/14/2020	075748	370654		
	Invoice Net			TUITION		21,879.76			
						21,879.76			
73408 PERKINS SCHOOL FOR THE	1 07506848 83201 9300 CB OOD DAY		00000	201228 INV	01/14/2020	075851	370655		
	Invoice Net			TUITION		9,765.98			
						9,765.98			
73408 PERKINS SCHOOL FOR THE	1 07506848 83201 9300 CB OOD DAY		00000	201229 INV	01/14/2020	075855	370656		
	Invoice Net			TUITION		7,992.60			
						7,992.60			
73408 PERKINS SCHOOL FOR THE	1 07506848 83201 9300 CB OOD DAY		00000	201229 INV	01/14/2020	DEC-2019-AV	370658		
	Invoice Net			TUITION		475.00			
						475.00			
						CHECK TOTAL 40,113.34			
26543 PERRY,DEBORAH	1 02636575 87202 2357 PROF DEV		00000	203570 INV	01/14/2020	REIM MILEGE-MTSS CON	369851		
	Invoice Net			TRAINING		71.68			
						71.68			
						CHECK TOTAL 71.68			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
31308 SCIENCE TELLERS	00001 11480420			INV	01/14/2020	#11123	369858		
1 15122160 83302	3520 HARDY		FIELD TRIP			400.00			
	Invoice Net					400.00			
31308 SCIENCE TELLERS	00001 11480720			INV	01/14/2020	#10903	370159		
1 15127160 83302	3520 PEIRCE		FIELD TRIP			400.00			
	Invoice Net					400.00			
31308 SCIENCE TELLERS	00001 11480520			INV	01/14/2020	#11143	370460		
1 15123160 83302	3520 THOMPSON		FIELD TRIP			400.00			
	Invoice Net					400.00			
						CHECK TOTAL 1,200.00			----------
25358 PIONEER MANUFACTURING	00001 203581			INV	01/14/2020	INV746512	369852		
1 02026634 83804	3510 ATH/WRESTL		ATHLETIC			397.50			
	Invoice Net					397.50			
						CHECK TOTAL 397.50			----------
13902 PITSCO, INC.	00002 202644			INV	01/14/2020	137258-1	370014		
1 02426715 85103	2415 C&I SCIENC		INSTRUCT			275.00			
	Invoice Net					275.00			
						CHECK TOTAL 275.00			----------
73471 PLAY TIME, INC.	00000 11572920			INV	01/14/2020	3845	370149		
1 15123260 85103	3520 AFT SCH		GENERAL			9.53			
	Invoice Net					9.53			
73471 PLAY TIME, INC.	00000 11572920			INV	01/14/2020	3748	370150		
1 15123260 85103	3520 AFT SCH		GENERAL			44.39			
	Invoice Net					44.39			
73471 PLAY TIME, INC.	00000 11572920			INV	01/14/2020	3849	370151		
1 15123260 85103	3520 AFT SCH		GENERAL			145.26			
	Invoice Net					145.26			
73471 PLAY TIME, INC.	00000 11573120			INV	01/14/2020	3843	370152		
1 15122260 85103	3520 HARDY GEN		HARDY GEN			134.22			
	Invoice Net					134.22			
73471 PLAY TIME, INC.	00000 11573120			INV	01/14/2020	3844	370153		
1 15122260 85103	3520 HARDY GEN		HARDY GEN			19.77			
	Invoice Net					19.77			
73471 PLAY TIME, INC.	00000 11573120			INV	01/14/2020	5475	370154		
1 15122260 85103	3520 HARDY GEN		HARDY GEN			9.89			
	Invoice Net					9.89			
73471 PLAY TIME, INC.	00000 11573320			INV	01/14/2020	3732	370155		
1 15127260 85103	3520 PEIRCE		SUPPLIES			50.15			
	Invoice Net					50.15			
73471 PLAY TIME, INC.	00000 11573320			INV	01/14/2020	3738	370156		
1 15127260 85103	3520 PEIRCE		SUPPLIES			40.94			
	Invoice Net					40.94			
73471 PLAY TIME, INC.	00000 11573320			INV	01/14/2020	3743	370157		
1 15127260 85103	3520 PEIRCE		SUPPLIES			40.61			
	Invoice Net					40.61			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73471 PLAY TIME, INC.		00000	11573320	INV	01/14/2020	3848	370158		
1 15127260 85103	3520	PEIRCE		SUPPLIES		83.04			
		Invoice Net				83.04			
73471 PLAY TIME, INC.		00000	11573520	INV	01/14/2020	3841	370461		
1 15125145 85103	3520	BRACKETT		SUPPLIES		64.21			
		Invoice Net				64.21			
73471 PLAY TIME, INC.		00000	11573520	INV	01/14/2020	3852	370463		
1 15125145 85103	3520	BRACKETT		SUPPLIES		53.76			
		Invoice Net				53.76			
						CHECK TOTAL	695.77		----------
37167 POLAR CORPORATION		00000	201827	INV	01/14/2020	8028197	369694		
1 03034309 835001		FOOD SERV		FOOD SERVI		616.80			
		Invoice Net				616.80			
37167 POLAR CORPORATION		00000	201827	INV	01/14/2020	8028196	370929		
1 03034309 835001		FOOD SERV		FOOD SERVI		306.45			
		Invoice Net				306.45			
						CHECK TOTAL	923.25		----------
32480 QUENCH USA, INC.		00002	200675	INV	01/14/2020	INV02207148	369853		
1 152	8300	BLDG USER		CONT/SERV		38.00			
2 177	8300	APSCP		CONT/SERV		19.00			
		Invoice Net				57.00			
						CHECK TOTAL	57.00		----------
32480 QUENCH USA, INC.		00002	200676	INV	01/14/2020	INV02197228	369854		
1 152	8300	BLDG USER		CONT/SERV		104.98			
		Invoice Net				104.98			
						CHECK TOTAL	104.98		----------
5801 R W SHATTUCK & CO INC		00000	202229	INV	01/14/2020	218321/1	369855		
1 1955	84000	PE SURVIVA		MISC EXP		461.84			
		Invoice Net				461.84			
5801 R W SHATTUCK & CO INC		00000	201539	INV	01/14/2020	218306/1	370877		
1 02016507 85103	2415	SEC EDUC		INSTRUCT		38.97			
		Invoice Net				38.97			
5801 R W SHATTUCK & CO INC		00000	201539	INV	01/14/2020	218904/1	370878		
1 02016507 85103	2415	SEC EDUC		INSTRUCT		77.97			
		Invoice Net				77.97			
						CHECK TOTAL	578.78		----------
28888 RAMSDELL, CHRIS		00000		INV	01/14/2020	20310	370864		
1 02026635 83804	3510	ATH/G/BB		ATHLETIC		84.00			
		Invoice Net				84.00			
						CHECK TOTAL	84.00		----------
33392 REALLY GOOD STUFF LLC		00002	201125	INV	01/14/2020	7038616	369917		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02156506 85103 2415	ELEM EDUC		INSTRUCT		75.96			
		Invoice Net				75.96			
33392	REALLY GOOD STUFF LLC	00002	200337	INV	01/14/2020	6951938	369918		
	1 02156506 85103 2415	ELEM EDUC		INSTRUCT		95.93			
		Invoice Net				95.93			
33392	REALLY GOOD STUFF LLC	00002	203518	INV	01/14/2020	7159207	370066		
	1 02216506 85103 2415	ELEM EDUC		INSTRUCT		29.94			
		Invoice Net				29.94			
33392	REALLY GOOD STUFF LLC	00002	203412	INV	01/14/2020	7157770	370464		
	1 02186506 85103 2415	ELEM EDUC		INSTRUCT		623.97			
		Invoice Net				623.97			
						CHECK TOTAL 825.80			----------
33587	ROTH, KAREN R.	00000	203773	INV	01/14/2020	KNITTING 10/3-11/14	370850		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		180.00			
		Invoice Net				180.00			
						CHECK TOTAL 180.00			----------
23093	A. RUSSO & SONS, INC.	00000	201822	INV	01/14/2020	661114	369695		
	1 03034309 835001	FOOD SERV		FOOD SERVI		347.30			
		Invoice Net				347.30			
23093	A. RUSSO & SONS, INC.	00000	11574020	INV	01/14/2020	663160	369856		
	1 15127260 84902 3520	PEIRCE		FOOD SUPPL		225.40			
		Invoice Net				225.40			
23093	A. RUSSO & SONS, INC.	00000	11573820	INV	01/14/2020	666981	370465		
	1 15123260 84902 3520	AFT SCH		FOOD SUPPL		98.75			
		Invoice Net				98.75			
23093	A. RUSSO & SONS, INC.	00000	11573920	INV	01/14/2020	667010	370467		
	1 15122260 84902 3520	HARDY GEN		HARDY FOOD		108.70			
		Invoice Net				108.70			
23093	A. RUSSO & SONS, INC.	00000	11574020	INV	01/14/2020	666963	370468		
	1 15127260 84902 3520	PEIRCE		FOOD SUPPL		215.00			
		Invoice Net				215.00			
23093	A. RUSSO & SONS, INC.	00000	11677820	INV	01/14/2020	661129	370679		
	1 15126145 84902 3520	GIBBS		FOOD SUPPL		288.24			
		Invoice Net				288.24			
23093	A. RUSSO & SONS, INC.	00000	201822	INV	01/14/2020	666873	370930		
	1 03034309 835001	FOOD SERV		FOOD SERVI		339.37			
		Invoice Net				339.37			
23093	A. RUSSO & SONS, INC.	00000	201822	INV	01/14/2020	666875	370931		
	1 03034309 835001	FOOD SERV		FOOD SERVI		272.80			
		Invoice Net				272.80			
						CHECK TOTAL 1,895.56			----------
31441	SAMUELSON, KAREN	00000	203526	INV	01/14/2020	COLLEGE ALTERNATIVES	370109		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		37.50			
		Invoice Net				37.50			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
					CHECK TOTAL	37.50			
16760 SCHOLASTIC, INC.		00001	203239	INV	01/14/2020	M68688314 3	370455		
1 02306740 85103	2410 C&I ENGLIS			INSTRUCT		110.00			
	Invoice Net					110.00			
					CHECK TOTAL	110.00			
29370 SCHOOL SPECIALTY, INC.		00006	65025120	CRM	01/14/2020	208124396748	369721		
1 02246506 85103	2415 ELEM EDUC			INSTRUCT		-71.96			
	Invoice Net					-71.96			
29370 SCHOOL SPECIALTY, INC.		00006	65025120	INV	01/14/2020	308103436552	369722		
1 02246506 85103	2415 ELEM EDUC			INSTRUCT		204.14			
	Invoice Net					204.14			
29370 SCHOOL SPECIALTY, INC.		00006	65032320	INV	01/14/2020	308103479637	369723		
1 02186506 85103	2415 ELEM EDUC			INSTRUCT		128.88			
	Invoice Net					128.88			
29370 SCHOOL SPECIALTY, INC.		00006	65033520	INV	01/14/2020	208124361103	369724		
1 02426715 85103	2415 C&I SCIENC			INSTRUCT		116.80			
	Invoice Net					116.80			
29370 SCHOOL SPECIALTY, INC.		00006	65033720	INV	01/14/2020	208124374029	369725		
1 02056507 85103	2415 GIBBS TEMP			INSTRUCT		81.18			
	Invoice Net					81.18			
29370 SCHOOL SPECIALTY, INC.		00006	65034320	INV	01/14/2020	208124394723	369726		
1 02186506 85103	2415 ELEM EDUC			INSTRUCT		12.72			
	Invoice Net					12.72			
29370 SCHOOL SPECIALTY, INC.		00006	65020120	INV	01/14/2020	208123833277	369818		
1 02246506 85103	2415 ELEM EDUC			INSTRUCT		8.77			
	Invoice Net					8.77			
29370 SCHOOL SPECIALTY, INC.		00006	65020120	INV	01/14/2020	208124360628	369819		
1 02246506 85103	2415 ELEM EDUC			INSTRUCT		29.46			
	Invoice Net					29.46			
29370 SCHOOL SPECIALTY, INC.		00006	65034120	INV	01/14/2020	208124387855	369956		
1 1672020 85103	2410 TOBACCO			SUPPLIES		251.10			
	Invoice Net					251.10			
29370 SCHOOL SPECIALTY, INC.		00006	65034720	INV	01/14/2020	208124402960	369999		
1 02036518 85103	2415 FAM/CONS S			INSTRUCT		347.55			
	Invoice Net					347.55			
29370 SCHOOL SPECIALTY, INC.		00006	65018020	INV	01/14/2020	208124360653	370024		
1 02246506 85103	2415 ELEM EDUC			INSTRUCT		29.46			
	Invoice Net					29.46			
29370 SCHOOL SPECIALTY, INC.		00006	65029320	INV	01/14/2020	208124094905	370064		
1 02066506 85103	2415 ELEM EDUC			INSTRUCT		202.45			
	Invoice Net					202.45			
29370 SCHOOL SPECIALTY, INC.		00006	65033620	INV	01/14/2020	308103481425	370140		
1 1951 84000	COLLEGE F			MISC EXP		782.68			
	Invoice Net					782.68			
29370 SCHOOL SPECIALTY, INC.		00006	65033820	INV	01/14/2020	208124387385	370487		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02366548 85103 2415			HEALTH/H.S INSTRUCT		932.50			
				Invoice Net		932.50			
29370	SCHOOL SPECIALTY, INC.		00006 65034220	INV	01/14/2020	208124387846	370659		
	1 09312020 85103 6200			FY20 SP298 INSTRUCT		665.22			
				Invoice Net		665.22			
29370	SCHOOL SPECIALTY, INC.		00006 65002320	INV	01/14/2020	308103328211	370674		
	1 02036507 85103 2415			SEC EDUC INSTRUCT		16,611.66			
				Invoice Net		16,611.66			
						CHECK TOTAL 20,332.61			----------
36178	SCHWARTZ, STEVEN		00000 11480120	INV	01/14/2020	MAGIC SHOW 12/10/19	370160		
	1 15127160 83302 3520			PEIRCE FIELD TRIP		325.00			
				Invoice Net		325.00			
						CHECK TOTAL 325.00			----------
73852	SEEM COLLABORATIVE		00000 202672	INV	01/14/2020	76594	369677		
	1 02456848 83201 9400			TUITION DY TUITION		11,264.00			
				Invoice Net		11,264.00			
						CHECK TOTAL 11,264.00			----------
28807	SEVEN HILLS PEDIATRIC		00001 201210	INV	01/14/2020	09-144989	369679		
	1 07506848 83201 9300			CB OOD DAY TUITION		3,792.97			
				Invoice Net		3,792.97			
28807	SEVEN HILLS PEDIATRIC		00001 201211	INV	01/14/2020	09-144990	369680		
	1 07506848 83201 9300			CB OOD DAY TUITION		3,792.97			
				Invoice Net		3,792.97			
						CHECK TOTAL 7,585.94			----------
22015	SIMONEAU, KERRIANNE		00000 202231	INV	01/14/2020	REIMB MILEGE-DEC'19	370650		
	1 02456809 87101 2310			SPED TEXTS MILEAGE		10.44			
				Invoice Net		10.44			
						CHECK TOTAL 10.44			----------
18488	TEACHERS COLLEGE, COLU		00005 203592	INV	01/14/2020	4839556	370470		
	1 02546750 85103 2415			VISUAL/ART INSTRUCT		350.30			
	2 14120102 85106 2357			ARTISTIC B MATERIALS		728.00			
				Invoice Net		1,078.30			
						CHECK TOTAL 1,078.30			----------
15606	TEACHERS 21		00000 201851	INV	01/14/2020	99674	369859		
	1 0792019 83101 2357			IMPRV ED PROF TECH		1,955.61			
	2 0792020 83101 2357			IMPRV ED PROF TECH		204.39			
				Invoice Net		2,160.00			
15606	TEACHERS 21		00000 202638	INV	01/14/2020	99676	369860		
	1 14119107 83101 2357			SCH LEADER TEACHERS		675.00			
				Invoice Net		675.00			
						CHECK TOTAL 2,835.00			----------

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33046 TEXTHELP INC		00000	201503	INV	01/14/2020	38526	369861		
1 02296581 85103	2415 READING IN			INSTRUCT		900.00			
2 02456863 85103	2415 SPED CURRI			INSTRUCT		900.00			
	Invoice Net					1,800.00			
					CHECK TOTAL	1,800.00			
37763 THE CHAIRMANS BAO		00000	203411	INV	01/14/2020	1595	369862		
1 178	835106 2410 MANDARIN			LANG - CS		205.00			
	Invoice Net					205.00			
					CHECK TOTAL	205.00			
29844 THE DYSLEXIA FOUNDATIO		00000	202154	INV	01/14/2020	CONF HMS 10/18/19-BF	369959		
1 02066506 84201	2430 ELEM EDUC			OFFICE		224.00			
	Invoice Net					224.00			
29844 THE DYSLEXIA FOUNDATIO		00000	202155	INV	01/14/2020	CONF HMS 10/18/19-MN	369960		
1 02066506 84201	2430 ELEM EDUC			OFFICE		224.00			
	Invoice Net					224.00			
					CHECK TOTAL	448.00			
19328 THERIAULT, DAVID G		00000		INV	01/14/2020	20303	370865		
1 02026640 83804	3510 ATH/G/I.H.			ATHLETIC		84.00			
	Invoice Net					84.00			
19328 THERIAULT, DAVID G		00000		INV	01/14/2020	11263	370866		
1 02026626 83804	3510 ATHL/HOCKE			ATHLETIC		62.00			
	Invoice Net					62.00			
					CHECK TOTAL	146.00			
22736 THURSTON FOODS,INC.		00000	202586	INV	01/14/2020	301132	369715		
1 03034309 835001	FOOD SERV			FOOD SERVI		2,666.36			
	Invoice Net					2,666.36			
22736 THURSTON FOODS,INC.		00000	202586	INV	01/14/2020	301136	369716		
1 03034309 835001	FOOD SERV			FOOD SERVI		2,066.32			
	Invoice Net					2,066.32			
22736 THURSTON FOODS,INC.		00000	202586	INV	01/14/2020	301137	369717		
1 03034309 835001	FOOD SERV			FOOD SERVI		434.17			
	Invoice Net					434.17			
22736 THURSTON FOODS,INC.		00000	202586	INV	01/14/2020	302816	369718		
1 03034309 835001	FOOD SERV			FOOD SERVI		1,023.04			
	Invoice Net					1,023.04			
22736 THURSTON FOODS,INC.		00000	202586	INV	01/14/2020	302817	369719		
1 03034309 835001	FOOD SERV			FOOD SERVI		186.80			
	Invoice Net					186.80			
22736 THURSTON FOODS,INC.		00000	11574120	INV	01/14/2020	302812	369863		
1 15123260 84902	3520 AFT SCH			FOOD SUPPL		297.07			
	Invoice Net					297.07			
22736 THURSTON FOODS,INC.		00000	11574120	INV	01/14/2020	283610	369864		
1 15123260 84902	3520 AFT SCH			FOOD SUPPL		522.10			
	Invoice Net					522.10			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
22736 THURSTON FOODS,INC.		00000	11573720	INV	01/14/2020	305840	370161		
1 15122260 84902 3520	HARDY GEN	HARDY FOOD				1,401.93			
	Invoice Net					1,401.93			
22736 THURSTON FOODS,INC.		00000	11625720	INV	01/14/2020	306390	370474		
1 15127260 84902 3520	PEIRCE	FOOD SUPPL				426.92			
	Invoice Net					426.92			
22736 THURSTON FOODS,INC.		00000	11574120	INV	01/14/2020	295290	370476		
1 15123260 84902 3520	AFT SCH	FOOD SUPPL				446.37			
	Invoice Net					446.37			
						CHECK TOTAL 9,471.08			----------
37622 TORRES, DIEGO C		00000	203537	INV	01/14/2020	TEEN AIDE 9/24-12/12	370110		
1 1336770 81202 6200	ADULT ED	TEMP SAL				150.00			
	Invoice Net					150.00			
						CHECK TOTAL 150.00			----------
37519 TOWN OF BEDFORD		00000	202065	INV	01/14/2020	TUITION BL-DEC'19	369681		
1 02456848 83201 9100	TUITION DY	TUITION				945.15			
	Invoice Net					945.15			
37519 TOWN OF BEDFORD		00000	202065	INV	01/14/2020	TUITION BL-OCT'19	370651		
1 02456848 83201 9100	TUITION DY	TUITION				945.15			
	Invoice Net					945.15			
						CHECK TOTAL 1,890.30			----------
19830 TRAINA, LUCILLE		00000	203523	INV	01/14/2020	aae1019	370111		
1 1336770 81112 6200	ADULT ED	INSTRUCT				162.00			
	Invoice Net					162.00			
						CHECK TOTAL 162.00			----------
20728 TRICON SPORTS		00001	202687	INV	01/14/2020	23014	369865		
1 02026620 85104 3510	ATHLE/ADMI	ATHL SUPPL				323.64			
	Invoice Net					323.64			
						CHECK TOTAL 323.64			----------
32120 TRINITY COMMUNICATIONS		00000	202439	INV	01/14/2020	10476	369866		
1 199 84000	DRAMA	MISC				105.75			
	Invoice Net					105.75			
						CHECK TOTAL 105.75			----------
18547 TRUCK & BUS SUPPLY CO.		00001	200542	INV	01/14/2020	5381	370874		
1 02816970 84802 3300	TRANS ED	VEHICLE RE				899.45			
	Invoice Net					899.45			
						CHECK TOTAL 899.45			----------
27119 VALLEY COLLABORATIVE		00000	200872	INV	01/14/2020	2004024	369684		
1 02456845 83201 9300	OOD/AIDE	TUITION				928.20			
2 02456848 83201 9400	TUITION DY	TUITION				4,442.95			
	Invoice Net					5,371.15			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
27119 VALLEY COLLABORATIVE		00000	200873	INV	01/14/2020	2004026	369685		
1 02456848 83201 9400	TUITION DY	TUITION				4,203.25			
	Invoice Net					4,203.25			
						CHECK TOTAL 9,574.40			
37621 VLAHAKIS, PAMELA T		00000	203536	INV	01/14/2020	YOGA FOR EVERY BODY	370112		
1 1336770 81112 6200	ADULT ED	INSTRUCT				990.00			
	Invoice Net					990.00			
						CHECK TOTAL 990.00			
13181 W. B. MASON CO INC		00001	201511	INV	01/14/2020	305703741	369696		
1 03034309 835005	FOOD SERV	FOOD SERV				228.97			
	Invoice Net					228.97			
13181 W. B. MASON CO INC		00001	203398	INV	01/14/2020	205853604	369868		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				5.36			
	Invoice Net					5.36			
13181 W. B. MASON CO INC		00001	203398	INV	01/14/2020	205894611	369869		
1 02496554 85201 3200	HEALTH SRV	MED SUPPLY				557.98			
	Invoice Net					557.98			
13181 W. B. MASON CO INC		00001	11665620	INV	01/14/2020	205896663	369871		
1 02696925 84201 1410	PAYROLL	OFFICE				49.41			
	Invoice Net					49.41			
13181 W. B. MASON CO INC		00001	11667220	INV	01/14/2020	205705987	369872		
1 02606910 84201 1210	SUPER	OFFICE				599.96			
	Invoice Net					599.96			
13181 W. B. MASON CO INC		00001	11665620	INV	01/14/2020	206121575	370016		
1 02696925 84201 1410	PAYROLL	OFFICE				38.04			
	Invoice Net					38.04			
13181 W. B. MASON CO INC		00001	200115	INV	01/14/2020	205266718	370478		
1 02036507 85101 2430	SEC EDUC	REPRO SUPP				1,199.60			
	Invoice Net					1,199.60			
13181 W. B. MASON CO INC		00001	200115	INV	01/14/2020	205269822	370479		
1 02036507 85101 2430	SEC EDUC	REPRO SUPP				1,199.60			
	Invoice Net					1,199.60			
13181 W. B. MASON CO INC		00001	200115	INV	01/14/2020	205306421	370480		
1 02036507 85101 2430	SEC EDUC	REPRO SUPP				4,798.40			
	Invoice Net					4,798.40			
						CHECK TOTAL 8,677.32			
30426 WACHTER, SUSAN R		00000	203525	INV	01/14/2020	COLLEGE ADMISSIONS	370113		
1 1336770 81112 6200	ADULT ED	INSTRUCT				50.00			
	Invoice Net					50.00			
						CHECK TOTAL 50.00			
13184 WAKEFIELD HIGH ATHLETI		00001	203580	INV	01/14/2020	WREST TOURN 12/21/19	369867		
1 02026634 83804 3510	ATH/WRESTL	ATHLETIC				300.00			
	Invoice Net					300.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 300.00			
35073	WALTER, KATHERINE	00000	203529	INV	01/14/2020	SOUPS & STEWS	370114		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		75.00			
	2 1336770 85103 6200	ADULT ED		INSTRUCT		160.00			
		Invoice Net				235.00			
						CHECK TOTAL 235.00			
6458	WANAMAKER HARDWARE	00000	200531	INV	01/14/2020	157518	369686		
	1 02816970 84802 3300	TRANS ED		VEHICLE RE		19.32			
		Invoice Net				19.32			
						CHECK TOTAL 19.32			
14390	WAYSIDE YOUTH & FAMILY	00000	201196	INV	01/14/2020	NOV 1 TO NOV.30,2019	370652		
	1 07506848 83201 9300	CB OOD DAY		TUITION		4,758.84			
		Invoice Net				4,758.84			
						CHECK TOTAL 4,758.84			
74519	WEST MUSIC COMPANY	00001	203163	INV	01/14/2020	SI1834997	369962		
	1 02546755 85103 2415	VISUAL/PER		INSTRUCT		784.90			
		Invoice Net				784.90			
74519	WEST MUSIC COMPANY	00001	203163	INV	01/14/2020	SI1839932	369963		
	1 02546755 85103 2415	VISUAL/PER		INSTRUCT		189.95			
		Invoice Net				189.95			
						CHECK TOTAL 974.85			
37830	WHITLOCK, JOHN	00000		INV	01/14/2020	20296	370867		
	1 02026640 83804 3510	ATH/G/I.H.		ATHLETIC		84.00			
		Invoice Net				84.00			
						CHECK TOTAL 84.00			
20866	WILLOW HILL SCHOOL	00000	201202	INV	01/14/2020	CMT-20-4	370653		
	1 07506848 83201 9300	CB OOD DAY		TUITION		3,750.00			
		Invoice Net				3,750.00			
						CHECK TOTAL 3,750.00			
74560	WILSON LANGUAGE TRAINI	00001	203541	INV	01/14/2020	1788762	370673		
	1 02186506 85103 2415	ELEM EDUC		INSTRUCT		36.90			
		Invoice Net				36.90			
						CHECK TOTAL 36.90			
36776	WOOD, SUSAN K	00000	203534	INV	01/14/2020	QiGONG 10/17-12/12	370115		
	1 1336770 81112 6200	ADULT ED		INSTRUCT		150.00			
		Invoice Net				150.00			
						CHECK TOTAL 150.00			

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 20140 01/14/2020

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
400 INVOICES					WARRANT TOTAL	487,645.10	487,645.10		
					CASH ACCOUNT BALANCE		-18,474,896.76		

WARRANT: 20140 01/14/2020

FUND	ORG		ACCOUNT		AMOUNT	AVLB BUDGET
0200	02016507	SECONDARY EDUCATIO	0200-3-01 -6507-01-10-5-02-85103 -2415	INSTRUCTIONAL MATERIAL	116.94	.00
0200	02016507	SECONDARY EDUCATIO	0200-3-01 -6507-01-10-5-02-85802 -2415	COMPUTER SUPPLIES	268.04	.00
0200	02016563	LIBRARY/MEDIA	0200-3-01 -6563-01-10-5-01-85106 -2410	TEXTBOOKS BOOKS PERIOD	22.00	.00
0200	02026620	ATHLETICS/ADMIN	0200-3-02 -6620-01-24-9-00-85104 -3510	ATHLETIC SUPPLIES	646.22	.00
0200	02026622	ATHLETICS/BOYS BAS	0200-3-02 -6622-01-24-5-00-83804 -3510	ATHLETIC SERVICES	84.00	.00
0200	02026626	ATHLETICS/ICE HOCK	0200-3-02 -6626-01-24-5-00-83804 -3510	ATHLETIC SERVICES	1,468.00	.00
0200	02026634	ATHLETICS/BOYS WRE	0200-3-02 -6634-01-24-5-00-83804 -3510	ATHLETIC SERVICES	697.50	.00
0200	02026635	ATHLETICS/GIRLS BA	0200-3-02 -6635-01-24-5-00-83804 -3510	ATHLETIC SERVICES	550.00	.00
0200	02026640	ATHLETICS/GIRLS IC	0200-3-02 -6640-01-24-5-00-83804 -3510	ATHLETIC SERVICES	856.00	.00
0200	02026644	ATHLETICS/GIRLS SO	0200-3-02 -6644-01-24-5-00-83804 -3510	ATHLETIC SERVICES	459.00	.00
0200	02036507	SECONDARY EDUCATIO	0200-3-03 -6507-03-01-4-01-85101 -2430	REPRO PAPER TONER SUPP	7,197.60	.00
0200	02036507	SECONDARY EDUCATIO	0200-3-03 -6507-03-01-4-01-85103 -2415	INSTRUCTIONAL MATERIAL	16,611.66	.00
0200	02036518	FAMILY/CONSUMER SC	0200-3-03 -6518-03-01-4-00-85103 -2415	INSTRUCTIONAL MATERIAL	347.55	.00
0200	02036563	LIBRARY/MEDIA	0200-3-03 -6563-03-01-4-00-85106 -2410	TEXTBOOKS BOOKS PERIOD	50.00	.00
0200	02056507	GIBBS - TEMP SALAR	0200-3-3520-6507-05-01-4-01-85103 -2415	INSTRUCTIONAL MATERIAL	81.18	11,032.00
0200	02066506	ELEMENTARY EDUCATI	0200-3-06 -6506-06-01-3-00-84201 -2430	OFFICE SUPPLIES	448.00	5,233.07
0200	02066506	ELEMENTARY EDUCATI	0200-3-06 -6506-06-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	202.45	-6,987.99
0200	02066575	PROFESSIONAL DEVEL	0200-3-06 -6575-06-07-3-00-87202 -2357	TRAINING EDUC CONF & A	650.00	2,028.00
0200	02156506	ELEMENTARY EDUCATI	0200-3-15 -6506-15-01-3-00-85101 -2430	REPRO PAPER TONER SUPP	268.64	72,866.46
0200	02156506	ELEMENTARY EDUCATI	0200-3-15 -6506-15-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	171.89	72,866.46
0200	02156575	PROFESSIONAL DEVEL	0200-3-15 -6575-15-07-3-00-87202 -2357	TRAINING EDUC CONF & A	350.00	2,076.00
0200	02186506	ELEMENTARY EDUCATI	0200-3-18 -6506-18-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	1,011.47	-76,794.44
0200	02216506	ELEMENTARY EDUCATI	0200-3-21 -6506-21-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	1,255.13	-100,298.24
0200	02246506	ELEMENTARY EDUCATI	0200-3-24 -6506-24-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	199.87	-55,624.59
0200	02296581	READING INTERVENTI	0200-3-29 -6581-29-32-3-06-85103 -2415	INSTRUCTIONAL MATERIAL	900.00	-85,666.54
0200	02296581	READING INTERVENTI	0200-3-29 -6581-29-32-3-06-85106 -2410	READING INTERV/TEXTBOO	141.00	-85,666.54
0200	02306740	C&I ENGLISH	0200-3-30 -6740-30-01-5-01-85103 -2410	INSTRUCTIONAL MATERIAL	110.00	2,216.29
0200	02306740	C&I ENGLISH	0200-3-30 -6740-30-01-5-01-87202 -2357	ENGLISH PROF DEV	1,080.00	2,216.29
0200	02366548	HEALTH/WELLNESS H.	0200-3-36 -6548-01-33-5-00-85103 -2415	INSTRUCTIONAL MATERIAL	932.50	4,121.44
0200	02366575	Guidance/Workshop	0200-3-36 -6575-01-67-9-00-87202 -2357	TRAINING EDUC CONF & A	717.00	682.00
0200	02396720	C&I MATH	0200-3-39 -6720-01-10-9-00-85102 -2720	TESTING MATERIALS	353.00	-7,936.06
0200	02426715	C&I SCIENCE	0200-3-42 -6715-01-10-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	2,061.95	-53,976.49
0200	02426715	C&I SCIENCE	0200-3-42 -6715-01-10-9-00-85106 -2410	TEXTBOOKS BOOKS PERIOD	885.93	-53,976.49
0200	02456575	SPED/PROF DEV	0200-3-45 -6575-36-02-3-00-87202 -2357	TRAINING EDUC CONF & A	5,503.75	-37,749.00
0200	02456803	SPED TUTOR/C.S.	0200-3-45 -6803-36-02-9-00-83101 -2310	PROFESSIONAL TECH SERV	175.00	-3,573.00
0200	02456806	SPED ADM MGMT SERV	0200-3-45 -6806-01-02-9-00-85101 -2430	REPRO PAPER TONER SUPP	191.81	-13,481.71
0200	02456806	SPED ADM MGMT SERV	0200-3-45 -6806-01-02-9-00-87101 -2110	BUSINESS TRAVEL	75.11	-13,481.71
0200	02456809	SPED/H.S. TEXTS	0200-3-45 -6809-01-02-5-00-87101 -2310	SPED SPECIALIST MILEAG	10.44	5,451.04
0200	02456821	SPED/CLINICAL SUPE	0200-3-45 -6821-36-02-9-00-83101 -2320	PROFESSIONAL TECH SERV	17,512.01	-108,301.81
0200	02456833	SPED/MIDDLE SCH/WO	0200-3-45 -6833-03-02-4-00-85103 -2415	INSTRUCTIONAL MATERIAL	854.93	5,132.29
0200	02456836	PSYCHOLOGISTS	0200-3-45 -6836-01-02-9-00-83101 -2800	PROFESSIONAL TECH SERV	8,600.00	35,018.50
0200	02456836	PSYCHOLOGISTS	0200-3-45 -6836-01-02-9-00-85102 -2800	TESTING MATERIALS	164.50	35,018.50
0200	02456839	TEAM CHAIR TEMP SA	0200-3-45 -6839-36-02-9-00-87101 -2315	BUSINESS TRAVEL	105.88	43,141.20
0200	02456845	OUT-OF-DISTRICT/ON	0200-3-45 -6845-36-02-9-00-83201 -9300	OOD/ONE-ON-ONE AIDE	5,269.00	-58,378.15
0200	02456848	OUT OF DISTRICT TU	0200-3-45 -6848-45-02-9-05-83201 -9100	NON-MEMBER COLLAB TUIT	1,890.30	1,184,460.05
0200	02456848	OUT OF DISTRICT TU	0200-3-45 -6848-45-02-9-05-83201 -9300	OUT OF DISTRICT/DAY TU	13,645.62	1,184,460.05
0200	02456848	OUT OF DISTRICT TU	0200-3-45 -6848-45-02-9-05-83201 -9400	SPED LABB TUITION	26,733.25	1,184,460.05
0200	02456851	OUT OF DISTRICT RE	0200-3-45 -6851-36-23-9-00-83201 -9300	TUITION OTHER SCHOOLS	90,999.21	789,266.13
0200	02456857	SPED CONTRACTED SE	0200-3-45 -6857-45-02-9-05-83101 -2310	PROFESSIONAL TECH SERV	7,400.00	-7,899.75

WARRANT: 20140 01/14/2020

FUND	ORG		ACCOUNT		AMOUNT	AVLB BUDGET
0200	02456857	SPED CONTRACTED SE	0200-3-45	-6857-45-02-9-05-83101 -2330 PROFESSIONAL TECH SERV	4,867.83	-7,899.75
0200	02456863	SPED CURRICULUM	0200-3-45	-6863-45-02-9-05-85103 -2415 INSTRUCTIONAL MATERIAL	900.00	4,588.00
0200	02486745	C&I SOCIAL STUDIES	0200-3-48	-6745-01-10-9-00-85103 -2415 INSTRUCTIONAL MATERIAL	350.00	3,982.73
0200	02486745	C&I SOCIAL STUDIES	0200-3-48	-6745-01-10-9-00-87202 -2357 SOCIAL STUDIES PROF DE	225.00	3,982.73
0200	02496554	HEALTH SERVICES/NU	0200-3-49	-6554-01-10-9-00-85201 -3200 MEDICAL SURGICAL SUPPL	637.64	-32,816.33
0200	02496945	SW SECONDARY/SCHED	0200-3-49	-6945-30-09-9-00-83101 -1230 SW SECONDARY/SCHEDULIN	105.00	86,923.98
0200	02496955	TRAFFIC SUPERV SAL	0200-3-49	-6955-33-24-9-00-81760 -5550 CLOTHING ALLOWANCE	499.00	2,082.52
0200	02546750	VISUAL/PERF ARTS S	0200-3-54	-6750-01-31-9-00-85103 -2415 INSTRUCTIONAL MATERIAL	350.30	-5,589.46
0200	02546755	VISUAL/PERF ARTS S	0200-3-54	-6755-01-31-9-00-83101 -2420 PROFESSIONAL TECH SERV	1,000.00	-2,083.34
0200	02546755	VISUAL/PERF ARTS S	0200-3-54	-6755-01-31-9-00-85103 -2415 INSTRUCTIONAL MATERIAL	1,514.18	-2,083.34
0200	02606575	PROF AFFILIATIONS/	0200-3-60	-6575-42-29-9-00-84902 -2357 FOOD SUPPLIES	715.10	16,838.00
0200	02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-83101 -1210 PROFESSIONAL TECH SERV	200.00	71,091.03
0200	02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-84201 -1210 OFFICE SUPPLIES	599.96	71,091.03
0200	02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-85806 -1210 MISC SUPPLIES	62.24	71,091.03
0200	02606910	SUPERINTENDENT	0200-3-60	-6910-01-29-9-00-87301 -2357 PROFESSIONAL AFFLIATIO	190.00	71,091.03
0200	02636575	PROF DEV/ASSISTANT	0200-3-63	-6575-34-09-9-00-85106 -2357 TEXTBOOKS BOOKS PERIOD	280.00	120,755.16
0200	02636575	PROF DEV/ASSISTANT	0200-3-63	-6575-34-09-9-00-87202 -2357 TRAINING EDUC CONF & A	5,662.85	120,755.16
0200	02636935	HUMAN RESOURCES/PR	0200-3-63	-6935-34-09-9-00-83403 -1420 ADVERTISING	58.50	-5,470.68
0200	02666920	BUSINESS OFFICE	0200-3-66	-6920-01-24-9-07-84201 -1410 OFFICE SUPPLIES	495.00	-14,193.99
0200	02696925	PAYROLL	0200-3-69	-6925-01-64-9-00-84201 -1410 OFFICE SUPPLIES	87.45	240.34
0200	02816970	TRANSPORTATION REG	0200-3-81	-6970-49-10-9-00-84802 -3300 MOTOR VEHICLE REPAIR	1,488.23	.00
0200	02816980	SPED/MILEAGE REIMB	0200-3-81	-6980-36-02-9-00-83301 -3300 CONTRACTED TRANSPORTAT	9,539.50	.00
0200	02816990	TRANSPORTATION HOM	0200-3-81	-6990-49-07-9-09-83301 -3300 CONTRACTED TRANSPORTAT	4,520.00	.00
				FUND TOTAL	254,673.11	
CASH ACCOUNT 0000 104013 BALANCE -18,474,896.76						
0300	03034309	FOOD SERVICE REVOL	0300-3-3400-0800-30-34-9-NM-835001-	FOOD SERV/SW FOOD	16,654.31	306,752.06
0300	03034309	FOOD SERVICE REVOL	0300-3-3400-0800-30-34-9-NM-835005-	FOOD SERV/OFFICE SUPPL	228.97	306,752.06
0300	03034309	FOOD SERVICE REVOL	0300-3-3400-0800-30-34-9-NM-865000-	FOOD SERV/REPAIR/SERVI	58.00	306,752.06
				FUND TOTAL	16,941.28	
CASH ACCOUNT 0000 104013 BALANCE -18,474,896.76						
0750	07506848	CB OOD DAY NON PUB	0750-3-45	-6848-45-2 -9-NM-83201 -9300 CD OOD DAY NON PUBLIC	125,384.96	1,474,541.83
				FUND TOTAL	125,384.96	
CASH ACCOUNT 0000 104013 BALANCE -18,474,896.76						
0790	0792019	IMPROVING EDUCATIO	0790-3-2300-2019-45-9 -9-0 -83101 -2357	PROFESSIONAL TECH SERV	1,955.61	-457.72
0790	0792020	IMPROVING EDUCATIO	0790-3-2300-2020-45-9 -9-0 -83101 -2357	PROFESSIONAL TECH SERV	604.39	2,692.61
				FUND TOTAL	2,560.00	
CASH ACCOUNT 0000 104013 BALANCE -18,474,896.76						

WARRANT: 20140 01/14/2020

FUND	ORG	ACCOUNT		AMOUNT	AVLB BUDGET
0931	09312020 FY20 EARLY CHILDHO	0931-3-2300-2020-45-23-9-NM-85103 -6200	INSTRUCTIONAL MATERIAL	665.22	2,784.78
			FUND TOTAL	665.22	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76			
1320	1322020 METCO GRANT	1320-3-2300-2020-45-13-9-NM-83301 -3300	MBTA PASSES	15,120.00	19,739.07
			FUND TOTAL	15,120.00	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76			
1330	1336765 COMM ED GENERAL AD	1330-3-2731-6765-01-40-7-NM-84201 -6200	OFFICE SUPPLIES	125.18	.00
1330	1336770 COMM ED ADULT EDUC	1330-3-2731-6770-01-40-7-NM-81112 -6200	INSTRUCTIONAL SALARIES	11,028.31	.00
1330	1336770 COMM ED ADULT EDUC	1330-3-2731-6770-01-40-7-NM-81202 -6200	TEMP SECRETARIAL	1,612.30	.00
1330	1336770 COMM ED ADULT EDUC	1330-3-2731-6770-01-40-7-NM-82702 -6200	LAND RENTAL/LEASE	1,765.75	.00
1330	1336770 COMM ED ADULT EDUC	1330-3-2731-6770-01-40-7-NM-85103 -6200	INSTRUCTIONAL SUPPLIES	404.48	.00
1330	1336780 COMMUNITY ED KIDZO	1330-3-2731-6780-01-40-7-NM-81112 -3520	INSTRUCTIONAL SALARIES	5,700.00	.00
			FUND TOTAL	20,636.02	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76			
1410	14119106 AEF WELLNESS DAY	1410-3-2710-0800-01-1 -4-NM-85103 -2415	SUPPLIES	204.76	674.19
1410	14119107 SCHOOLEADERSHIO &	1410-3-1220-6700-34-49-9-NM-83101 -2357	CONTRACTED SERVICE TEA	675.00	600.00
1410	14119108 CRAFTING MINDS	1410-3-29 -6506-29-49-3-NM-83101 -2357	CONTRACTED SERVICES	1,731.25	.00
1410	14120102 TEACHING ARTISTIC	1410-3-49 -6557-44-49-0-NM-85106 -2357	MATERIALS SUPPLIES	728.00	-428.00
			FUND TOTAL	3,339.01	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76			
1450	145 OUTDOOR EDUCATION	1450-3-2734-OR -01-48-3-NM-8350 -	OUTDOOR ED/REVOV ACCT	19,098.64	153,641.77
			FUND TOTAL	19,098.64	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76			
1490	149 OTTOSON CO-CURRICU	1490-3-2735-OR -03-57-4-NM-8350 -	OTTOSON CO-CURR FEES	8,237.00	117,023.78
			FUND TOTAL	8,237.00	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76			
1512	15122160 HARDY	1512-3-2300-0000-15-1 -3-NM-83302 -3520	FIELD TRIPS HARDY	1,035.00	.00
1512	15122260 HARDY GENERAL SUPP	1512-3-2300-0025-15-5 -3-NM-84902 -3520	HARDY FOOD	2,598.80	.00
1512	15122260 HARDY GENERAL SUPP	1512-3-2300-0025-15-5 -3-NM-85103 -3520	HARDY GENERAL SUPPLIES	163.88	.00
1512	15123160 THOMPSON AFTER SCH	1512-3-2300-0251-24-0 -3-NM-83302 -3520	THOMPSON FIELD TRIPS	1,305.00	.00
1512	15123260 THOMPSON AFTER SCH	1512-3-2300-OR -15-6 -3-NM-84902 -3520	THOMPSON FOOD SUPPLIES	1,643.10	.00

WARRANT: 20140 01/14/2020

FUND	ORG	ACCOUNT		AMOUNT	AVLB BUDGET	
1512	15123260	THOMPSON AFTER SCH	1512-3-2300-OR -15-6 -3-NM-85103 -3520	THOMPSON GENERAL SUPPL	199.18	.00
1512	15125145	BRACKETT IMMERSION	1512-3-09 -OR -09-9 -3-NM-84902 -3520	FOOD BRACKETT IMMERSI	265.64	.00
1512	15125145	BRACKETT IMMERSION	1512-3-09 -OR -09-9 -3-NM-85103 -3520	GENERAL SUPPLIES BRACK	117.97	.00
1512	15126145	GIBBS	1512-3-26 -OR -50-5 -4-NM-84902 -3520	FOOD SUPPLIES	288.24	.00
1512	15127160	PEIRCE EXTENDED DA	1512-3-18 -0291-18-9 -0-NM-83302 -3520	FIELD TRIPS PEIRCE	725.00	.00
1512	15127260	PEIRCE EXTENDED DA	1512-3-18 -0297-18-9 -0-82-84902 -3520	FOOD SUPPLIES PEIRCE	1,137.58	.00
1512	15127260	PEIRCE EXTENDED DA	1512-3-18 -0297-18-9 -0-82-85103 -3520	GENERAL SUPPLIES PEIRC	214.74	.00
				FUND TOTAL	9,694.13	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				
1520	152	BLDG USER FEES/ART	1520-3-2737-OR -33-59-9-NM-8300 -	CONTRACTED SERVICES	142.98	100,929.27
				FUND TOTAL	142.98	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				
1670	1672020	TOBACCO/SANBORN FO	1670-3-0034-2020-01-16-9-0 -85103 -2410	SUPPLIES	251.10	709.70
				FUND TOTAL	251.10	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				
1770	177	ARL PUBLIC SCH CHI	1770-3-2796-OSR -21-00-3-NM-8300 -	CONTRACTED SERVICES	19.00	-228.00
				FUND TOTAL	19.00	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				
1780	178	MANDARIN	1780-3-01 -OSR -01-16-5-NM-835106-2410	MANDARIN GRT/TEXTBOOKS	205.00	-829.19
				FUND TOTAL	205.00	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				
1840	18406506	ELEM EDUCATION	1840-3-29 -6506-29-24-3-00-83101 -2440	PROFESSIONAL TECH SERV	1,025.00	.00
1840	18406506	ELEM EDUCATION	1840-3-29 -6506-29-24-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	78.33	.00
1840	18406507	AHS/FOREIGN LONG	1840-3-51 -6507-01-24-5-00-83101 -2210	FOREIGN VISA PROFESSIO	4,000.00	.00
1840	18406507	AHS/FOREIGN LONG	1840-3-51 -6507-01-24-5-00-83302 -3520	FIELD TRIPS	72.00	.00
				FUND TOTAL	5,175.33	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				
1950	195	GUIDANCE REVOLVING	1950-3-2700-OR -01-53-9-NM-8999 -	PRIOR YEAR CARRYOVER	35.01	160.64
1950	1951	COLLEGE FAIR	1950-3-1000-OR -69-10-0-NM-84000 -	MISC EXPENSES	865.42	3,194.48
1950	1953	PSAT SAT AP	1950-3-2710-OR -69-10-0-NM-84000 -	MISC EXPENSES	3,724.00	1,691.42
1950	1955	PE SURVIVAL	1950-3-3520-OR -69-10-0-00-84000 -	MISC EXPENSES	461.84	5,571.00

WARRANT: 20140 01/14/2020

FUND	ORG	ACCOUNT			AMOUNT	AVLB BUDGET
				FUND TOTAL	5,086.27	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				
1990	199 DRAMA GUILD	1990-3-0056-OR	-69-31-0-NM-84000 -	MISC	366.05	9,230.98
				FUND TOTAL	366.05	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				
2010	201 GILBERT & SULLIVAN	2010-3-0056-OR	-69-31-0-NM-84000 -	MISC	50.00	12,580.33
				FUND TOTAL	50.00	
CASH ACCOUNT 0000 104013		BALANCE -18,474,896.76				

WARRANT SUMMARY TOTAL	487,645.10
GRAND TOTAL	487,645.10

** END OF REPORT - Generated by Cindy Fields **



Lisa Clark <lclark@arlington.k12.ma.us>

4. International Travel Application

1 message

Google Forms <forms-receipts-noreply@google.com> Fri, Dec 6, 2019 at 2:42 PM
To: lclark@arlington.k12.ma.us

Google Forms

Thanks for filling out 4. International Travel Application

Here's what we got from you:

EDIT RESPONSE

4. International Travel Application

Please fill out this form, which will go to the Principal, the Superintendent, and then the School Committee for approval. Please leave time to meet with the Principal and revise before submission. Complete the first draft to the best of your ability.

REQUIRED DOCUMENTS: Please make a copy of, personalize the copy (if necessary) & print a copy of each and scheule a meeting with the International Travel Coordinator (currently the Principal).

AHS - International Travel Application (THIS FORM)
International Trip Application - Signature Form
Legal Documents - Medical Info, Permission to Treat & Release from liability
Trip Selection Criteria & Behavior Contract

Trip "School Board Packet"
Trip Itinerary
Any other trip provider forms and contracts

You may also want to send the Travel Questionnaire for Travel Agencies to your travel representative before filling out this form, so that you can simply cut and paste their answers into this document.

Your email address (**lclark@arlington.k12.ma.us**) was recorded when you submitted this form.

Your Name *

Lisa Clark

In what department and at which school does the lead teacher work? *

History

EF Tours has asked for a window of travel dates and it has been requested that the flight to Europe does not require students to miss school. If it is necessary for students to miss a day of school, they will be reminded to check in with teachers before they leave for the trip and will be responsible for any missed content/assignments.

Who can attend this trip? Is it geared toward particular students? Grade levels? etc. (Requirements for participation should be clearly stated on the Trip Policy & Behavior Contract to be signed by parents. Edits to this document can be made on your own copy) *

This trip will be open to sophomores, juniors, and seniors. Students cover the international impact of WWII in the current required 9th grade history course and it's typically not taught until the late spring. Students will benefit the most from having a foundational understanding of WWII before going on this trip.

How much does the trip cost (an estimate is fine) per student? *

$3300

What is included in the cost of the trip? *

Roundtrip airfare, 8 nights in hotels, a 24/7 tour director, 3 sightseeing tours with local guides, entrances to 12 different sites, every breakfast and every dinner, a 24/7 emergency support team, an online learning platform where students can earn credit, a local office that we can use in case of an emergency, a peace of mind program, and global travel protection plan (insurance for each student).

What is NOT included in the cost of the trip? What expenses will students incur during the trip? *

Lunches, tipping, transportation to and from Logan, spending money.

Chaperones

Arlington Public Schools requires a minimum of 2 teacher chaperones for all international travel (3 preferred). One male and one female is required.

What is the name and email address for the lead chaperone? *

Lisa Clark, lclark@arlington.k12.ma.us

Please provide the names and emails of all chaperones. (Non-district employees must be approved by administration and complete a CORI before the trip)

This is a list of teachers who have expressed an interest in being a chaperone on this trip and it is not a formal list of teachers who have fully committed:

is not required by EF, many Group Leaders
choose to make this cost-effective protection plan mandatory for their group. This plan is secondary to any other
insurance policies a traveler may have and does not cover terrorism as a cancellation reason.
EF's Peace of Mind program
We understand that plans can change due to unforeseen circumstances. EF provides an exclusive Peace of Mind
program to account for such situations. This program is automatically included for all travelers and can be enacted
at the group level for any reason, including terrorism or other world events. This flexible plan ensures:
– Until 45 days prior to departure, teachers can work with EF to change their group's travel dates, modify their
tour plans, find a new tour, or cancel their tour and all travelers will receive a transferable travel voucher
– With 44 days or less before departure, teachers may still choose any of the above options if a formal Travel
Warning is issued by the U.S. Department of State for any country on your itinerary
Protecting travelers' investments
All customer payments are protected by a $1 million consumer protection plan. In the unlikely event of EF
bankruptcy, insolvency, or cessation of business, our participation in the United States Tour Operators Association
(USTOA) $1 Million Travelers Assistance Program ensures that travelers' investments receive protection.

In the event of cancellation, describe the refund date(s) and policy. (Include a print out of this information attached the Trip Policy & Behavior Contract that is signed by students and parents/guardians) *

A refund of the Program Price if your child needs to cancel from or miss part of the tour due to reasons of serious injury or illness requiring hospitalization, financial hardship due to unexpected job loss, jury duty, military call to active duty or severe damage to home. This refund can be accessed up to travel if it falls under one of these reasons.
EF's standard cancellation policy* – 150 days or more prior to departure: Full refund less the $95 non-refundable deposit, all non-refundable fees, Global Travel Protection, and a $300 cancellation fee. – 149 to 110 days prior to departure: Full refund less the $95 non-refundable deposit, all non-refundable fees, Global Travel Protection, and a $500 cancellation fee. – 109 to 45 days prior to departure: Full refund less the $95 non-refundable deposit, all non-refundable fees, Global Travel Protection, and 50% of the program price. – 44 days or less prior to departure: No refund will be issued.
* Travelers who purchase a Global Travel Protection plan have the opportunity to cancel the trip until 60 days prior to departure due to reasons not covered by the insurance underwritten by United States Fire Insurance Company and have the option to rebook to another EF Educational Tour within 30 days of such cancellation. Traveler is responsible for finding a new tour, and final placement is based on availability. Such tour needs to take place within 180 days from cancellation, and any difference in price will be covered by the traveler (non-refundable fees from the original tour will not be put toward the rebooked tour). This benefit is not an insurance provided by United States Fire Insurance Company.
Cancellation with replacement** – 150 days or more prior to departure: Full refund less the $95 non-refundable deposit, all non-refundable fees, and Global Travel Protection. – 149 to 110 days prior to departure: Full refund less the $95 non-refundable deposit, all non-refundable fees, Global Travel Protection, and a $100 substitution fee. – 109 days or less prior to departure: Replacements can no longer be accepted and EF's standard cancellation policy will apply. **
Cancellation with replacement refers to a traveler who cancels but finds a person to replace him or her for the same program. The

Pre-Trip Prep

Describe how you will disseminate information about this trip to students. *

Flyers and announcements at Arlington High School; history teachers will be asked to mention the trip to their classes of sophomore, juniors, and seniors; an informational meeting to gauge interest will be held in the winter of 2020 (after approval by the appropriate administrators and the School Committee).

Describe how you will communicate with parents before the trip. (Parent meetings, informational website, etc) *

Parent meetings will be held and a Google Classroom will be set up to communicate about the trip

During the Trip

Please attach your trip itinerary. (Be sure the document includes the lead teacher name, the phrase "Itinerary" and destination city in its title) *

Files submitted:

Clark WWII in England and France April 2021 Itinerary - Lisa Clark

Describe how you will factor emergency expenses into the trip budget. *

Service provider carries emergency funding for trip program elements and teachers may carry emergency cash at their discretion.

Describe how you will communicate with parents/guardians during the trip. *

Tour leader will be communicating periodically throughout the tour via a group email with parents/guardians; the tour leader is able to email the entire group directly from the EF site.

Describe how you will communicate with administration during the trip. *

The tour leader will have her phone on tour and will update the administration periodically.

Create your own Google Form

EDUCATIONAL TOURS

Tour Price Quote

WWII in England and France

Prepared For	Prepared On
Lisa Clark	September 30, 2019

Your Tour Number	Your Tour Website
2316118CX	www.eftours.com/2316118CX

Guaranteed Lowest Price

Based on a private tour with 40 - 49 paying travelers
Price valid for travelers enrolled September 30, 2019 - September 30, 2019*

Student	Adult
$3,294	$3,744
or $178 / 18 mos	or $203 / 18 mos

Price Breakdown

Program Price	$3,030
Private Group (40+ Paying)	FREE
Global Travel Protection	$165
Versailles (pre-book only)	$99

Number of paying travelers	Price per student	Price per adult
30 - 34	$3,464	$3,914
35 - 39	$3,379	$3,829
40 - 49	**$3,294**	**$3,744**

*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit eftours.com/bc.

OPENING THE WORLD THROUGH EDUCATION
50 YEARS OF EXPERIENCE
ESTABLISHED IN 1965

Your travel details

Total Length
9 days

Departing From
Boston (MA)

Requested Travel Dates
Thursday, April 15, 2021 - Friday, April 23, 2021

Your Departure Date Range

Requested	Latest
Thu. Apr. 15	Sun. Apr. 18

Your experience includes

An All-Inclusive Tour
Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.eftours.com/2316118CX.

Full-time Tour Director
Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides
Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

weShare—Personalized Learning
Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

Continuous Support
Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

Worldwide Presence
EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-hour Emergency Service
Travelers and their families can count on EF's dedicated emergency service team.

Peace of Mind Program
Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at eftours.com/peaceofmind.

Your Tour Consultant



Maggie Connolly
617-619-1390
maggie.connolly@ef.com

Please view the itinerary on the EF website:
https://www.eftours.com/my-quotes/2316118cx/quote/2522648/13b61b3ef13041d3b4

Fly overnight to England

DAY 1

London

DAY 2

Meet your Tour Director at the airport

Walking tour of London

London

DAY 3

Take a World War II-themed guided tour of London

Visit the Churchill War Rooms

Visit the Imperial War Museum

Normandy region • Paris



Travel to Paris

Take a walking tour of the Champs-Elysées

Visit Les Invalides

Catch a glimpse of Notre-Dame Cathedral

Dinner in the Latin Quarter

Education First

Educational Tours

Educational Tour Safety & Security

- A partner you can count on
- Preparing for the tour experience
- Your safety team here and abroad
- Responding to on-tour incidents
- Protection for districts and travelers

Contact us: 800-637-8222

Activities

A large part of time on tour is spent taking part in educational and experiential activities, from museum visits to zip lining to taking part in a cooking class. Each activity and supplier is selected to meet our standards for educational focus, and just as importantly, for their ability to provide a safe experience.

Crowd safety

Many of the destinations on our tours are popular with tourists or locals, and as such may tend to be crowded. Tour Directors are trained to communicate relevant guidelines to travelers before navigating busy sites and/or taking part in activities where large crowds may be present. These guidelines may include identifying assembly points, alerting travelers to multiple exits from crowded places, reminding travelers to keep snacks and extra clothing layers with them in case they are out longer than expected, and ensuring everyone has the Tour Director's contact information. We also evaluate specific events where large groups are likely to be assembled to determine whether they are appropriate for our travelers to take part in.

Tour Directors

Tour Directors meet travelers at the airport of their arrival destination, and travel with groups until they depart for home. Tour Directors undergo background checks (as is consistent with local laws) every two years and are required to participate in ongoing EF safety trainings. Specifically, they are trained to:

- Communicate relevant safety information to travelers, including advising on how to stay safe during free time
- Share their contact details with travelers so they can be reached to assist with any on-tour emergencies
- Identify, resolve, and when necessary, escalate on-tour safety concerns
- Carry out nightly hotel checks as well as spot checks with suppliers and activities
- Assist with emergencies that may arise and coordinate with EF's Safety & Incident Response Team abroad and Emergency Service & Support Team in the U.S.

Your safety team here and abroad:

Worldwide presence

EF is the largest international student travel organization, with 500 schools and offices in more than 50 countries worldwide, including regional offices dedicated to on-tour support. Our 43,000 staff and faculty members around the world provide a local presence and are able to react quickly and in person where necessary. The staff in each office and school are trained to respond to a wide range of emergency situations.

Operations Safety & Incident Response Team

EF's Operations Safety & Incident Response Team, based in our European headquarters in Lucerne, Switzerland, supports our travelers and Tour Directors 24/7. This team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, the team can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities. The team works in close partnership with our Emergency Service & Support Team in the U.S. and the Tour Directors to quickly and effectively address on-tour emergencies. The team is also responsible for proactively confirming the safety of our groups in the event of a major world event or natural disaster.

Emergency Service & Support Team

EF's dedicated Emergency Service and Support Team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between

Protection for districts and travelers:

General Liability Insurance policy

All EF Group Leaders, schools, and districts are automatically insured under our $50 million General Liability Insurance policy, regardless of whether or not the tour is affiliated with the school. This policy safeguards Group Leaders, schools, and districts for covered claims related to on-tour incidents, including bodily injury or property damage. The policy also provides a legal defense and covers all associated legal fees. Upon request, a certificate of insurance (COI) can be provided that names the Group Leader, school, and/or district as additional insureds on the policy. EF's General Liability Insurance is provided by nationally recognized insurance companies with A.M. Best Ratings of A- or higher. In addition to our General Liability Insurance policy, every traveler is required to accept the conditions found in our Traveler Release & Agreement, including a clause that provides a general release of liability of the Group Leader, school, district, and school board (regardless of whether the trip is school sponsored).

Assumption of risk waivers

Upon request, EF can provide an example of a waiver for assumption of risk to Group Leaders, schools, or districts. This waiver is similar to the types of waivers used by many schools for participation in sports programs, and can be used as an additional document demonstrating that travelers are knowingly assuming all risks associated with the trip. EF can also provide a sample waiver for a non-school sponsored tour. However, regardless of whether travelers sign a waiver, the Group Leader, school, and district are still automatically covered by EF's general liability policy.

Global Travel Protection plan

Designed specifically with EF travelers in mind, all travelers have the option to purchase the Global Travel Protection plan. This plan helps individuals protect themselves against the impacts associated with certain unexpected situations such as flight delay, loss of job by a parent, or death or illness of a family member, and offers medical coverage on tour in case of sickness or an emergency. While this plan is not required by EF, many Group Leaders choose to make this cost-effective protection plan mandatory for their group. This plan is secondary to any other insurance policies a traveler may have and does not cover terrorism as a cancellation reason.

EF's Peace of Mind program

We understand that plans can change due to unforeseen circumstances. EF provides an exclusive Peace of Mind program to account for such situations. This program is automatically included for all travelers and can be enacted at the group level for any reason, including terrorism or other world events. This flexible plan ensures:

- Until 45 days prior to departure, teachers can work with EF to change their group's travel dates, modify their tour plans, find a new tour, or cancel their tour and all travelers will receive a transferable travel voucher
- With 44 days or less before departure, teachers may still choose any of the above options if a formal Travel Warning is issued by the U.S. Department of State for any country on your itinerary

Protecting travelers' investments

All customer payments are protected by a $1 million consumer protection plan. In the unlikely event of EF bankruptcy, insolvency, or cessation of business, our participation in the United States Tour Operators Association (USTOA) $1 Million Travelers Assistance Program ensures that travelers' investments receive protection.

EF is accredited by five prestigious educational associations:

EF is highly respected in the industry by the following organizations:

REQUIRED DOCUMENTS: Please make a copy of, personalize the copy (if necessary) & print a copy of each for the International Travel Coordinator.

- AHS - International Travel Application
- International Trip Application - Signature Form
- Legal Documents - Medical Info, Permission to Treat & Release from liability
- Trip Selection Criteria & Behavior Contract

Before submitting the completed application (with all necessary paperwork and this signature page) to the School Committee, please get approval from your department head then schedule a meeting with the International Coordinator (Matthew Janger).

Signature of Department Head

Name	Department	Date
	History	1/10/20

Signature of Principal

Name	School	Date
	AHS	1/10/20

Signature of Superintendent

Name		Date
Kathleen Baker	Superintendent	1/13/20

Valid from Jan.13 - Jan.31, 2020

STUDENT	ADULT
$3,604	$4,054
or $251 for 14 Months	or $283 for 14 Months

TOUR INCLUDES:

Program Price	$3,045
Private Group (15-19 Paying)	$495
Adult Supplement	$450
Early Enrollment Discount	($200)
Global Travel Protection	$165
Versailles (pre-book only)	$99

NUMBER OF PAYING TRAVELERS	PRICE PER STUDENT	PRICE PER ADULT
10 - 14	$3,734	$4,184
15 - 19	**$3,604**	**$4,054**
20 - 24	$3,479	$3,929
25 - 29	$3,379	$3,829
30 - 34	$3,279	$3,729
35 - 39	$3,194	$3,644
40 - 49	$3,109	$3,559

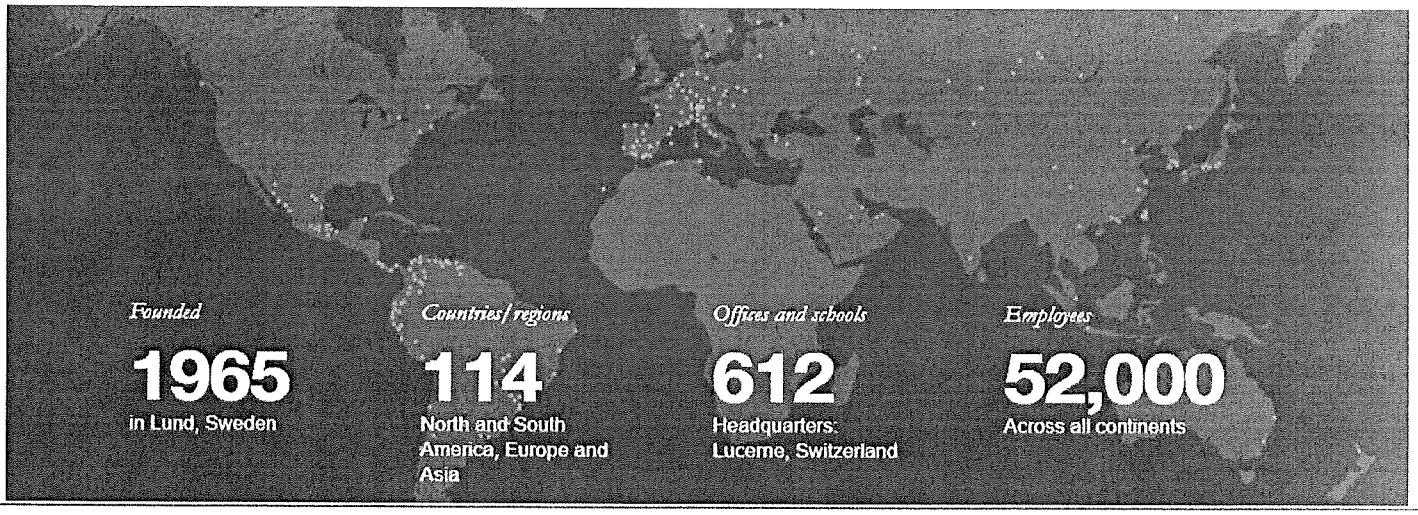
Education First

Educational Tours

GLOBAL EDUCATION PROGRAM 2020-2021

World War II and the Western Front

Prepared for: Lisa Clark
Arlington High School
January 10, 2020



Your partner in global education

As the **World Leader in International Education**, we've partnered with educators around the world for over 50 years to help students gain new perspectives and build skills for the future through experiential learning. We provide a range of travel programs—Educational Tours, Language Immersion Tours, Service Learning Tours, Global Student Leaders Summits and Custom-Designed Tours—that help prepare students for the future by teaching them more about the world, themselves, and their place in the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- Expand their knowledge of the world around them
- Understand new people, places, and cultures
- Discover more about themselves
- Grow more confident and independent

When students grow in these ways, they become more curious, more open-minded, and more excited about the future.

What we'll cover in this document

We've created this document specifically for you, your school and your students. It outlines the details of your proposed tour and the life-changing experiential learning opportunities that await your students.

PAGE	
1	Your partner in global education
2	EF History and reach
3-4	Our commitment to education; credit opportunities
5	Our commitment to safety
6	We'll handle the details
7	A day-by-day look at your tour
8	What your hotels will be like
9	What your meals will be like
10	Price details
11	Important final details

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour and date(s) specifically mentioned herein. For additions, subtractions or modifications, please contact your EF Tour Consultant.

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EF's History

Fifty Years of Experience
For over 50 years, we've proudly partnered with educators to transform the way students look at the world—and themselves. That passion has grown our family-owned company into the world leader in international education with more than 1 million students experiencing our programs every year.

Our Mission
Opening the World Through Education

Educational Tours is only a small part of EF. **EF is the largest educational organization that includes schools, programs, and partnerships** such as:

- **Language schools** and courses all around the world
 - EF is the Official Language Supplier of the Language Training for the Olympic and Paralympic Games
 - The 2016 EF EPI is the world's largest ranking of English skills, featuring ranking and analysis of 72 countries and territories.
- **Undergraduate, MBA, and Executive Education**
 - Hult International Business Schools
- **EF Academy** International Boarding Schools – USA, United Kingdom
- **EF Gap Year**
- **Academic Year Abroad**
- **High School Exchange**
- **The EF Research Network**
 - The EF Research Network consists of top universities that are working with EF to fundamentally improve the way students learn languages. The network covers a broad range of disciplines from linguistics, pedagogy, educational technology, and language assessment to cultural immersion.
- **The EF Global Classroom Foundation** – Nepal
 - This foundation has helped rebuild an elementary school in one of the areas most affected by the earthquake

CELEBRATING FIFTY YEARS

Our commitment to education

We believe the best way to help students gain new perspectives and build skills for the future is through experiential learning.

Accreditation
EF is accredited, just like your school, and recognized by the following regional, national and international organizations: Middle States Association of Colleges and Schools (MSA-CES); Western Association of Schools and Colleges (WASC); Southern Association of Colleges and Schools (SACS-CASI)
North Central Association (NCA-CASI); National Council for Private Schools Accreditation (NCPSA); and Accreditation International (AI).

A standard of excellence
Our educational travel programs bring to life the knowledge and skills that are called for in many education initiatives, including:

- Partnership for 21st Century Skills (P21)
- International Baccalaureate – PYP, MYP, Diploma, IBCC
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Global Competence Criteria—defined by the Asia Society and Council of Chief State School Officers
- Global Connection Standards in the National Curriculum Standards for Social Studies
- Culture and Connections Standards in the Standards for Foreign Language Learning
- Standards of Professional Learning—defined by Learning Forward

weShare: Personalized Learning
Every tour comes with weShare, a personalized learning experience powered by students' curiosity. Using EF's guided learning model, students use their strengths to investigate an issue or topic that inspires them. They reflect on what they've learned through a post-tour project that gives even more meaning to travel—and can earn them academic credit.

Earning credit
Students can earn credit by traveling on an EF tour and completing required coursework. We offer choices, so you can find the credit option that best fits you and your students' needs.

- Students in grades 6-12 can earn high school credit with weShare, EF's personalized learning experience, by developing an essential question to investigate on tour and creating a post-tour project. Successful course completion will earn students 0.5 elective high school credits.
- Students in grades 9-12 can earn university credit by completing a series of assignments and a final research project with EF's university partner, Southern New Hampshire University. Successful course completion will earn students 3.0 university credits.

Accredited by:

EducationFirst

Educational Tours

Opportunities to earn credit with EF

For students

1. High school credit

COURSEWORK Students can earn high school credit with weShare, EF's personalized learning experience, by developing an essential question to investigate on tour and creating a post-tour project.

ELIGIBILITY U.S. students in grades 6–12 taking an EF tour are eligible for credit.

CREDIT Successful course completion will earn students 0.5 elective high school credits. After submitting their projects, students can email education.department@ef.com for their transcripts.

COST Tuition is free and there are no fees.

DEADLINE Students must enroll no later than 7 days before leaving for tour.

LEARN MORE Visit eftours.com/weShare.

REGISTER Contact our Customer Service team at 800-665-5364 to enroll in weShare.

2. Undergraduate-level college credit

COURSEWORK Students can earn college credit by completing a series of assignments and a final research project with EF's university partner, Southern New Hampshire University.

ELIGIBILITY U.S. students in grades 9–12 taking an EF tour are eligible for credit.

CREDIT Successful course completion will earn students 3.0 university credits.

COST Tuition is $215 for all tours departing before September 2020.

DEADLINE Students must enroll no later than 21 days before leaving for tour.

LEARN MORE Email education.department@ef.com with questions.

REGISTER Visit eftours.com/snhustudent to register for your course. You must already be enrolled on tour.

For educators

1. Professional learning hours/points

COURSEWORK Educators can earn professional learning hours/points through experiential learning research, reflection, and unit planning.

ELIGIBILITY All educators traveling on an EF tour are eligible to enroll.

CREDIT Successful course completion will earn educators 45 professional learning hours/points.

COST Tuition is free and there are no fees.

DEADLINE Educators must enroll no later than 7 days before leaving for tour.

LEARN MORE Email education.department@ef.com with questions or to get started.

EF also offers Professional Learning Tours for educators. Visit pd.eftours.com *to learn more.*

2. Graduate-level university credit

COURSEWORK Educators can earn graduate-level university credit through research, travel, and reflection with EF's university partner, Southern New Hampshire University.

ELIGIBILITY All educators traveling on an EF tour are eligible to enroll.

CREDIT Successful course completion will earn educators 3.0 or 6.0 graduate-level university credits.

COST Tuition is $285 per 3.0 credit course and $450 per 6.0 credit course.

DEADLINE Educators must enroll no later than 21 days before leaving for tour.

LEARN MORE Email education.department@ef.com with questions.

REGISTER Visit eftours.com/snhueducator to register for your course. You must already be enrolled on tour.

Our commitment to safety

Our demonstrated commitment to safety and risk management is proven with our preventative procedures and extensive measures taken to ensure each traveler's safety.

Worldwide presence
As the largest international student travel organization, we have 500 schools and offices in more than 50 countries worldwide. With 37,000 EF staff and teachers around the globe, we're accessible wherever and whenever you need us.

Global Liability Insurance Plan
- All EF Group Leaders are covered for the duration of their EF educational tour.
- EF's Commercial General Liability Insurance is provided by nationally recognized insurance companies with A.M. Best Ratings of A-.
- Group Leaders and their schools are covered by our $50 million liability policy and customer payments are protected by a $1 million customer protection plan.
- EF's Global Liability Insurance Plan allows for schools and districts to be added to the policy by written agreement. EF can provide a certificate of insurance that details coverage.

Global Travel Protection Plan
Designed specifically with EF travelers in mind, teachers may add this comprehensive and affordable protection plan to their tours.

EF's Peace of Mind Program
We understand that plans can change due to unforeseen circumstances. EF provides an exclusive Peace of Mind program to account for such situations. This program is automatically included for all travelers and can be enacted at the group level for any reason, including terrorism or other world events. Your Group Leader may choose from the following options:

45 days or more prior to departure
- Change the travel dates of your group's current tour
- Work with EF to modify your group's current tour or find a new tour
- Cancel your tour and all travelers will receive a transferrable travel voucher

44 days or less prior to departure
If any location(s) included in the group's tour itinerary is designated as a Travel Advisory Level 3 or 4 by the U.S. Department of State, your Group Leader may still choose any option from the section above.

Highly respected in the industry by:

We'll handle the details

As your educational travel partner, we work with teachers, students and parents to ensure a seamless experience—before, during and after tour. In other words, we're with you every step of the way.

BEFORE TOUR

Support Team and resources
Dedicated Tour Consultants guide teachers through the planning process, while Local Representatives from your area work face-to-face to provide support. We give teachers their own personal tour website with helpful tools to share tour information, manage deadlines and more. In addition to online resources, we also provide an array of printed materials for teacher, students and parents.

International Training Tours
Ensuring teachers are fully prepared to lead an EF tour is our commitment to your school community. Through our blended learning model, all first-time EF Group Leaders receive complimentary international training. Conducted by EF personnel and experienced EF Group Leaders, the program includes online, classroom and experiential learning components. In the event a Group Leader cannot attend one of these complimentary tours, we offer live webinars to prepare them and answer questions before they travel.

Traveler account management
Our knowledgeable and friendly Customer Service Representatives help travelers and their parents with all billing transactions, protection plans and tour activity questions. We also offer flexible and convenient payment options that allow parents to choose when—and how—they want to pay.

WHILE ON TOUR

Everything is included
This all-inclusive global experience makes it easy for teachers and students to explore the world. From flights and hotels to most meals and experiential activities, we take care of every detail so travelers can focus on the experience.

Guided travel
A personal bilingual Tour Director stays with your group 24/7. They handle every on-tour detail to ensure a smooth travel experience while also providing unique local insight. Expert local guides, meanwhile, share their knowledge of history, art, architecture and more during guided tours.

AFTER TOUR

Program development
We'll work with you to build a travel program at your school so even more students have the opportunity to experience the world.

A day-by-day look at your tour

This is the itinerary page that students and parents will see in their tour itinerary guide. It's just one of the many resources they'll receive in preparation for your tour.

Day 1: Fly overnight to England

Day 2: London
- Meet your Tour Director at the airport in London, where reminders of Great Britain's military history greet you at every turn.
- Take a walking tour of London.

Day 3: London
- Take a World War II-themed guided tour focusing on the impact of the war on Londoners during the Blitz and Battle of Britain.
- Visit the Imperial War Museum to see tanks and aircraft utilized by British soldiers, then gain insight into the everyday challenges presented by modern warfare.
- Visit the Churchill War Rooms, which were used as offices by Winston Churchill and his cabinet during WWII.

Day 4: Bletchley Park | London
- Travel to Bletchley Park, the once top secret facility home to the team of brilliant codebreakers, mathematicians, and spies that ultimately discovered the keys to the German's Enigma Code, winning a decisive victory for the Allies.
- Participate in an enigma codebreaking workshop in Bletchley Park.
- Visit the Royal Air Force Museum and learn about the valiant all-hands defense of the UK during the Battle of Britain and then discover the innovations the British made to ultimately win air supremacy.

Day 5: Portsmouth | Normandy
- Travel to Portsmouth.
- Visit the D-Day Museum.
- Cross the English Channel by ferry to Normandy. Here, on June 6, 1944 (the date now known as D-Day), Allied troops landed on the beaches, launching the campaign that eventually liberated mainland Europe from the Nazis.

Day 6: Normandy
- Visit the makeshift port at Arromanches where you can still see remnants of the floating roadways and piers, then admire the valor of the special forces who scaled a 100-foot cliff to seize German artillery at Pointe du Hoc. See the Normandy American Cemetery and Memorial established—out of necessity—just two days after the invasion.
- Pay tribute to WWII troops at the Caen Memorial, one of Europe's top history museums.
- Visit the Utah Beach Museum.

Day 7: Paris
- Welcome to Paris. During World War II the lights of Paris were overshadowed by the German military machine and it's unrestrained march for conquest. Learn about the day-to-day struggles of those living in occupied France as well as learn about the oft-forgotten French freedom fighters.
- Take a walking tour of the Champs-Élysées.
- Visit Les Invalides, a 17th-century veteran hospital turned revolution-era army garrison that is now the final resting place of Napoleon Bonaparte.
- Catch a glimpse of Notre-Dame Cathedral.

Day 8: Paris
- Take an expertly guided tour of Paris: Arc de Triomphe; Les Invalides; Eiffel Tower; Champs-Élysées; Place de la Concorde.
- Time to see more of Paris, or
 - visit Versailles.
 - experience Paris by night.

Day 9: Depart for home

What your hotels will be like

A good night's sleep is important, so you can count on safe, clean and comfortable hotels with private bathrooms. Every hotel we work with is required to meet our high standards for quality, safety and cleanliness. Three to four students of the same gender will share a room, which will have a combination of twin and shared double beds. Please be aware that hotels may have different amenities than you find in American hotels.

HERE ARE EXAMPLES OF THE TYPES OF HOTELS YOU'LL STAY AT ON TOUR:

England

London

PI Croydon
Phillips House, 6 Lansdowne Road, Croydon CR0 2BX
www.premierinn.com

Just a 15-minute train journey to Central London, this hotel is within walking distance of East Croydon Train Station. Whitgift Shopping Centre is also nearby. Our Croydon Town Centre Premier Inn has everything you'd expect: incredibly comfy beds in every room, the on site Thyme Restaurant and free Wi-Fi for 30 minutes in every bedroom.

France

Paris

Citadines Paris La Défense
1-8 boulevard de Neuilly Paris
www.citadines.com/france/paris/la_defense.html

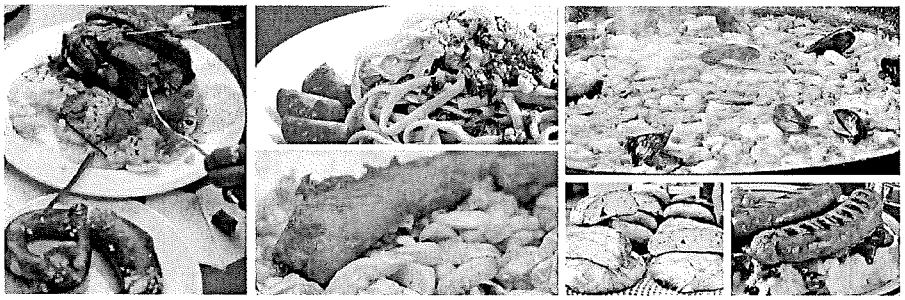
Just a 10-minute metro ride from the Champs-Élysées, the Citadines Paris La Défense is a large, business-class hotel that maintains a warm and welcoming atmosphere. The hotel features 234 rooms—130 studio-style and 104 apartment-style—each with a fully equipped kitchen area. All rooms also include elevator access, television, telephone, air conditioning, hair dryer, safety deposit box and Wi-Fi. Located in the heart of the La Défense business district, the hotel is a five-minute walk from the La Défense metro station. One of the largest shopping centers in Europe, including an Imax cinema, is also within walking distance.

What your meals will be like

These are examples of the types of meals you and your students will be served on tour.

Sample Menus: Europe

Discovering new foods can be one of the best parts of traveling. The sample menus below are just a few examples of the types of traditional, local favorites you will have the opportunity to try on tour. Every meal will include table water (or bottled water if deemed necessary by locals) and you can usually buy other beverages if you wish. All meals are served as a group—not à la carte—and a vegetarian option will be available if requested in advance. Please notify EF of any other dietary restrictions or food allergies you may have. Enjoy!



AUSTRIA
Soup
Wiener schnitzel
Chocolate cake

CZECH REPUBLIC
Soup
Goulash
Ice cream

FRANCE
Menu 1
Cheese quiche
Turkey with rice, sauce, mushroom and beans
Apple tart

Menu 2
Salad
Flammekueche
Chocolate mousse

Menu 3
Couscous with vegetables and meat
Fruit salad

GERMANY
Menu 1
Pretzel with cream cheese
Turkey with spaetzle dumplings
Fruit

Menu 2
Vegetable soup
Bratwurst with kraut and mashed potatoes
Ice cream

GREECE
Menu 1
Spinach pie
Moussaka
Rice pudding

Menu 2
Greek salad
Chicken with oven-baked pasta
Walnut pie

ITALY
Menu 1
Tomato bruschetta
Cannellini beans with garlic and sage
Lasagna
Gelato

Menu 2
Spaghetti with pesto
Pork loin with spinach and potatoes
Fruit salad

IRELAND
Soup
Chicken with mashed potatoes and gravy
Fruit salad

SPAIN
Spanish Tortilla
Pork loin with potatoes and mushrooms
Ice cream

SWITZERLAND
Soup
Alpine Maccaroni
Chocolate mousse

UNITED KINGDOM
Menu 1
Fish and chips
Ice cream

Menu 2
Chicken and hummus
Flan

Menu 3
Naan bread
Chicken curry

ICELAND
Meatballs, potatoes & brown sauce
Fish balls with potatoes and butter
Fried vegetables

Price details

In addition to the support you receive before and after tour, along with the logistical support you receive on tour, your guaranteed lowest price covers all of the details.

Tour Price Quote

WWII in England and France

Prepared For
Lisa Clark

Prepared On
January 13, 2020

Your Tour Number
2316118CX

Your Tour Website
www.eftours.com/2316118CX

Guaranteed Lowest Price

Based on a private tour with 15 - 19 paying travelers
Price valid for travelers enrolled January 13, 2020 - January 31, 2020*

Student	Adult
$3,604	*$4,054*
or $251 / 14 mos	or $283 / 14 mos

Price Breakdown

Program Price	$3,045
Private Group (15-19 Paying)	$495
Global Travel Protection	$165
Versailles (pre-book only)	$99
Early Enrollment Discount	-$200

Number of paying travelers	Price per student	Price per adult
10 - 14	$3,734	$4,184
15 - 19	**$3,604**	**$4,054**
20 - 24	$3,479	$3,929
25 - 29	$3,379	$3,829
30 - 34	$3,279	$3,729
35 - 39	$3,194	$3,644
40 - 49	$3,109	$3,559

*Adult supplement required for travelers age 20 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit eftours.com/bc.

Your travel details

Total Length
9 days

Departing From
Boston (MA)

Requested Travel Dates
Thursday, April 15, 2021 - Friday, April 23, 2021

Your Departure Date Range

◯	☐
Requested	Latest
Thu, Apr. 15	Sun, Apr. 18

Your experience includes

An All-Inclusive Tour
Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.eftours.com/2316118CX.

Full-time Tour Director
Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides
Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

weShare—Personalized Learning
Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

Continuous Support
Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

Worldwide Presence
EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-hour Emergency Service
Travelers and their families can count on EF's dedicated emergency service team.

Peace of Mind Program
Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at eftours.com/peaceofmind.

Important final details

The EF Price Guarantee
We're dedicated to making travel accessible to as many students as possible. Our unmatched global presence and longstanding relationship with airlines and hotels ensure you will always give your students the best experience at the lowest price, guaranteed.

What it means for you:

- The guaranteed lowest price—if you find a similar tour for less, we'll beat it.
- One simple price—no enrollment or departure fees.
- Once a student enrolls, their price will never change.

International Training Tours
Through our blended learning model, all first-time EF Group Leaders experience a tour by traveling to Paris, Rome, Madrid, Berlin or Beijing, enhanced with online and classroom components. In the event a Group Leader cannot attend one of these complimentary tours, we offer live webinars to prepare them and answer questions before they travel.

I hope you've found this document useful. As your EF Representative, I'm here to answer any questions that you may have. Please don't hesitate to contact me with any questions.

Sincerely,

Maggie Connolly
Senior Educational Tour Consultant – Metro-Boston
617-619-1390
Maggie.Connolly@EF.com



Town of Arlington, Massachusetts

Policy: None



Town of Arlington, Massachusetts

9:20 p.m. Subcommittee/Liaison Reports/Announcements

Summary:
Budget: Kirsi Allison-Ampe (chair)
Policies & Procedures: Paul Schlichtman (chair)
Curriculum, Instruction, Assessment & Accountability: Jane Morgan (chair)
Community Relations: Jennifer Susse (chair)
Facilities: Bill Hayner (chair)
Arlington High School Building Committee: Jeff Thielman, Kirsi Allison-Ampe
Calendar Committee: Ms. Susse
Election Modernization Committee: Ms. Susse
Superintendent Search Process: Paul Schlichtman
AEA Negotiations: Len Kardon and Paul Schlichtman (chair)
Liaisons Reports
Announcements
Future Agenda Items

ATTACHMENTS:

	Type	File Name	Description
🗋	Reference Material	Budget_Subcommittee_minutes_010920.pdf	010920 Minutes Budget Subcommittee

Budget Subcommittee
Arlington School Committee

Meeting Minutes
Thursday, January 9th, 2020, 8:30 a.m.

Attendance
Subcommittee Members: Kirsi Allison-Ampe, Jennifer Susse, Len Kardon
Administration: Kathleen Bodie, Superintendent, Michael Mason, CFO, Jose Farez School Accountant, Steve Angelo Transportation Dirrector

The meeting was called to order at 8:30 a.m.

Public Participation
None

Minutes from 09/26/19 moved for approval by LK, 2nd JS, passed 3-0

Budget update and discussion
- KB will meet with admin team next Tues
- Estimated ~700k after required salary adjustments, goals
- Also adding true-ups to ensure budget meets actual needs, for example for utilities
- Requests presented in December exceed allocated budget
- Increasing instructional budgets for art, etc for materials on per pupil basis
 - Previously was through principal budget

Outreach
- Outreach idea: do youtube video
- Set up email budget 2021 for comments

Reporting methods and frequency
- Previously discussed dates in Oct, Dec, Feb, April, June
- Sought examples from other districts, responses still coming in
- Will review examples and give comments at next meeting

Future Enrollment estimation update
- Donahue Institute is working on proposal, availability
- Takes 2-3 months
- They need to talk to MSBA re potential conflict of interest
- MM to meet with data team to insure data availability

Budget Book Improvements
Did some review of budget books from other towns
- Likes:
 - Waltham budget includes towns contribution to things like health care

 - Waltham quick facts
 - Beefed-up executive summary which can stand on its own

- Needs improvement (our book):
 - Struggle to see what initiatives are, for example: reading initiatives
 - First 6 pages all text, no graphs, no numbers

- To consider:
 - Less variations of data, more useful data
 - Continue to limit endless tables
 - What is the funding for each school?
 - How funding schools?
 - What is changing
 - “Here is a picture of the goals for schools”
 - 5 year plan, goals
 - What was funded last year

- Plan:
 - Review other budget books
 - Come back with concrete suggestions

Audit report update

- Gave background on last week’s memo
- Controls are in place whether things come in as paper or electronic
- Electronic ordering has now been implemented in almost all areas
- Couldn’t start until munis upgrade 1.5 years ago

Future agenda discussion

- Fund discussion, fee discussion

New business

Steve Angelo

- Would like SC to have discussion about fees for transportation
- No increase in many years
- Should consider increase as costs have risen
- Will add to next agenda for discussion

Meeting adjourned 10am

Minutes approved 1/22/20.

Town of Arlington, Massachusetts

Executive Session

Summary:

To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an open meeting, may have a detrimental effect.

To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting, may have a detrimental effect. Collective bargaining may also be conducted.

9:40 p.m. Adjournment

Town of Arlington, Massachusetts

Submitted by Len Kardon, Chair

Summary:
"Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting."--

Town of Arlington, Massachusetts

Correspondence Received:

Summary:
Warrant 20140 dated 1/14/2020
Program of Studies
Community Ed
CFO memo and monthly report
International France, England trip approval
Supt Search minutes and RFP
LABBB report and Special Ed
History/SS update
Collaborative Problem solving

ATTACHMENTS:

	Type	File Name	Description
🗋	Enrollment/Class Sizes	November_1_2019_Classroom_enrollment.pdf	November 1 2019 Classroom enrollment

ARLINGTON PUBLIC SCHOOLS 2019-2020 Class Sizes*

HIGH SCHOOL		MIDDLE SCHOOL		METCO	
Freshmen	369	Grade 6	488	High School	26
Sophomores	368	Grade 7	455	Middle School	19
Juniors	342	Grade 8	443	Elementary	32
Seniors	338				
Total	**1,417**	**Total**	**1,386**	**Total**	**77**

	SCHOOLS	Bishop	Brackett	Dallin	Hardy	Peirce	Stratton	Thompson	Total
5	Class #1	22	25	18	23	23	18	20	
	Class #2	23	24	19	24	23	22	20	
	Class #3	24	22	19	22		20	19	
	Class #4		23	22				20	
	subtotal	**69**	**94**	**78**	**69**	**46**	**60**	**79**	**495**
4	Class #1	24	22	25	25	20	22	24	
	Class #2	22	22	24	25	22	20	24	
	Class #3	24	23	21	25		24	22	
	Class #4							20	
	subtotal	**70**	**67**	**70**	**75**	**42**	**66**	**90**	**480**
3	Class #1	23	23	22	19	19	21	24	
	Class #2	23	23	20	21	21	24	23	
	Class #3	24	24	22	19		24	23	
	Class #4		20	22	19			24	
	subtotal	**70**	**90**	**86**	**78**	**40**	**69**	**94**	**527**
2	Class #1	21	20	19	19	22	23	18	
	Class #2	23	22	19	21	22	24	18	
	Class #3	22	21	18	20	21	25	18	
	Class #4		18	17	19			18	
	subtotal	**66**	**81**	**73**	**79**	**65**	**72**	**72**	**508**
1	Class #1	24	21	24	20	19	21	23	
	Class #2	24	22	25	18	20	24	23	
	Class #3	21	21	25	19	19	20	23	
	Class #4	24	21	**12**	19		20	23	
	Class #5		19						
	subtotal	**93**	**104**	**86**	**76**	**58**	**85**	**92**	**594**
K	Class #1	24	21	18	23	19	21	22	
	Class #2	24	22	20	22	20	20	22	
	Class #3	23	21	21	23	18	21	22	
	Class #4		22	11			18	22	
	subtotal	**71**	**86**	**70**	**68**	**57**	**80**	**88**	**520**
SLC	Schoolwide		12	10			31		53
	TOTALS	**439**	**522**	**463**	**445**	**308**	**432**	**515**	**3177**
	District Totals								**5,980**

*accurate as of Nov 1, 2019

METCO students included in School counts. SLC students not included in grade level counts